DOCUMENT RESUME

ED 073 557 24 EA 004 947

TITLE Course Goals in Health Education, Grades K-12. Critique Draft.

INSTITUTION Multnomah County Intermediate Education District, Portland, Oreg.

SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.; Oregon State Board of Education, Salem.

BUREAU NO BR-2-J-032

PUB DATE 72

CONTRACT OEC-X-72-0026(257)

NOTE 306p.; Tri-County Goal Development Project

AVAILABLE FROM Hard copy is not available

EDRS PRICE MF-$0.65 HC Not Available from EDRS.

DESCRIPTORS *Course Objectives; *Curriculum Development; *Development; Drug Education; Educational Accountability; Educational Objectives; Health; *Health Education; Health Occupations Education; Mental Health; Nutrition Instruction; Physical Health; Pollution; Public Schools; *Safety Education

ABSTRACT

This document on course goals in health education is one part of a critique series of eight documents dealing with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Course goals in health education are organized according to four broad subject matter areas: mental health, physical health, community health, and safe living. Mental health goals include goals in the area of values, determinants of mental health, behavior, drug use, and interpersonal relationships. Physical health goals are divided into goals on personal care, growth and development and individual differences, nutrition, dental health, physical fitness, and health products and services. Community health goals include goals in environmental health, community resources, health careers, and regulations. Safe living goals cover accident prevention and safety goals at home, in school, on the job, and in the community. Related documents are EA 004 941-946, EA 004 948, and ED 061 043. (Author/DN)

ED 073557

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COURSE GOALS IN HEALTH EDUCATION

GRADES K-12

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COURSE GOALS
DEVELOPMENT

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INTRODUCTION

A detailed description of the needs to which this collection of resources is responding, the background, the goal types, the goal codes, and the potential uses of this collection of course goals and their supporting materials are to be found in the accompanying booklet, Course Goals General Introduction. The aim of that booklet is to provide users of the course goal collections in Art, Biological and Physical Science, Health Education, Language Arts, Mathematics, Music, Social Science, and Physical Education with a comprehensive guide to the use, revision, and further development of these planning and evaluation resources.

This brief additional introduction has the more practical goals of: (a) presenting a brief orienting overview of the purposes, nature, and potential uses of the products of the Goal Development Project, and (b) demonstrating how to read and interpret the materials in this collection.

Following is a guide to the contents of the introduction:

Page

The purposes, nature, and potential uses of this Course Goal collection:

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The purposes, nature, and potential uses of this Course Goal collection.

Why do we need to state learning goals?

If the basic purpose of education is to help learners to grow and change, then educators and learners must decide and communicate to one another what directions that growth should take and what changes are possible and desirable. Parents, school boards, and the community also have a role to play in influencing educational growth and change. This responsibility can be exercised most rationally if the proposed directions of that growth and change are shared with them in clear and explicit goal statements.

This collection of program and course goals in health education is a nonprescriptive resource for educators and boards of education who wish to design and execute learning plans and policies more efficiently and effectively. It is envisioned that school systems will select from this collection those program goals they subscribe to; that schools within a system will select those course goals they believe appropriate to the needs of their communities and students; and that teachers will devise experiences and testing methodologies to meet these goals that are appropriate to the interests and abilities of their students.

What kind of goals are in this collection?

Two types of learning outcomes are included in this collection -- program goals and course goals. They differ in level of generality, with program goals describing broader outcomes and course goals the more specific outcomes relating to them. Also, they differ in the type of planning for which they are suited. Program goals usually serve as guides to planning and organizing programs at district and area levels. Course goals usually serve as guides to planning courses in schools, departments, and classrooms.

At the classroom teacher level the course goals must undergo a final translation into instructional goals and learning experiences. Relying upon the professionalism of teachers, the Goal Development Project has chosen not to intrude into this level, which is concerned with the professional assembling and adapting of resources and methodology needed to achieve the course goals.

How do program and course goals differ from behavioral and performance objectives?

Figure 1 is an illustration from Health Education of four levels of goals. Examples of behavioral and performance objectives have also been added to show how they differ from the program and course goals defined in the Project.

Note that program and course goals clearly specify a desired learning outcome. But the "behavioral objective" specifies the method of measurement as well as the desired behavior, while "performance objective" adds prerequisites and proficiency level.

The Tri-county Goal Development Project has chosen to produce program and course goals which are suitable for instructional planning, without being constrained by the measurement demands of behavioral objectives or the prerequisites and proficiency levels of performance objectives. Thus, teachers and students are provided explicit statements of possible learnings for which they can accept accountability in ways most suitable to their instructional circumstances. The teacher and student are free to select those methods of achieving selected outcomes which seem most promising within the constraints of their resources and capabilities. This provides for more flexible teaching and learning than teaching machines and other teaching systems based on behavioral and performance objectives. Such an approach places greater demands on the

Figure 1

System Goal	The student meets his personal and community health obligations in a responsible way.
Program Goal	The student has the knowledge and skills needed to insure the physical and mental health of himself and others.
Course Goal	K. The student knows some positive ways of relieving stressful emotions (e.g., talking with someone, playing, working, enjoying a hobby). P. The student is able to evaluate health products and services in terms of their reliability or unreliability.
Instructional Goal	K. The student knows some positive ways to cope with the emotion of anger. P. The student is able to evaluate nonprescription cold remedies in terms of their reliability or unreliability.
Behavioral Objective (Method of Measurement Specified)	Given a list of five nonprescription cold remedies the student is able to rank them in order of their comparative aspirin content as revealed by the label.
Performance Objective (Prerequisites and/or Proficiency Levels Specified)	Given a list of five nonprescription cold remedies the student is able to rank them in order of their comparative aspirin content as revealed by the label with 100% accuracy.

ingenuity and professionalism of teachers but has far greater potential because of its consistency with motivational principles and its reliance on the trained judgment of the professional on the scene.

Where did the program and course goals come from?

The program goals were prepared by the Portland School District Evaluation Department in consultation with administrators, teachers, and curriculum specialists throughout the metropolitan Portland area. The course goals were developed by outstanding teachers guided by such models and guides as were available, and supported by tri-county and Oregon State Board of Education curriculum and evaluation personnel.

More than 40 local school districts in the tri-county area of metropolitan Portland are active in the Project. This has been achieved through the leadership of the intermediate education districts of the three counties. Representatives from Oregon school districts outside the metropolitan Portland area, from Washington State, and from private school systems have also made valuable contributions.

Its broad base of participation strengthens the Project in a number of ways. First, it provides greater financial and personnel support than any single participant could provide. Second, it makes it possible to draw upon a large and nationally representative pool of teacher talent in organizing goal development committees. Third, it provides a widely representative testing ground for the theories and products of the Project. In less than two years there have already been substantial payoffs. Reports indicate that even the critique collections have been used extensively in curriculum development and evaluation the past year and summer.

School districts contribute services of teachers to the Project, using local curriculum funds. Other current sources of support are the Oregon Board of Education, the Small Grants Program of the Regional

Office of the U.S. Office of Education, and curriculum and evaluation funds of the Multnomah, Clackamas, and Washington County Intermediate Education Districts and the Portland Public Schools.

The contributions of the Oregon State Department of Education and USOE are small in terms of the total budget of the Project, but the involvement is significant. The Project's goals are consistent with the State's interests in better educational management practices and instructional improvement. State involvement has already proved important in disseminating products, and the Project has had an influence on state developments in PPBS and educational goals at the legislative and state board level. Finally, USOE involvement provides future potentials for national dissemination and involvement.

What can the goals in this collection be used for?

School systems may use the collections as a yardstick by which to measure the adequacy of goals and objectives already in use. Goals and objectives of local courses of study and textbooks can be contrasted with the goals in this collection to see how complete they are and how well they provide for different interests, abilities, and levels of achievement. They can also be evaluated for conciseness, clarity, and accuracy using these course goals as models.

These kinds of studies can be undertaken by teachers from all levels of a school system (to assure articulation and philosophic unity); across grade levels, divisions, or high school departments (to assure agreement as to goals and ways and means of attaining them) or by individual teachers.

A related use of the goals is as a starting point for reviewing what the schools should teach and the materials to be used to support teaching. The logical sequence of discussions about what is important to teach and learn is to move from broad policy goals to program goals to course goals, with appropriate community-board-staff-teacher-student representations at each level. The taxonomic classifications of this collection can serve as a check on higher order goal formulations, and the goals themselves can function as generators of lower order objectives and instructional plans.

The project provides an important resource for improving the quality and extent of participation of students, parents, teachers, school boards, and other citizens in deciding the mission of the schools. An intensive look at the roles of each participating group in generating, reviewing, contributing to, and approving goals will be a future task of the Project.

Another use of the collection is to provide a basis for teaching-learning accountability. If a school approves all or part of the course goals for its students, grade level, divisional, or departmental representatives may choose from them those that are best suited to individual or group aptitudes and interests.

It is possible for teachers to review goals with each student and contract for their attainment if a completely individualized program is desired. Or, it is possible to stake out a set of goals for target groups (regular classes, special classes, mini-courses, etc.). In any event, the goals themselves are sufficiently explicit that means of teaching them and of evaluating their attainment can be devised and applied individually or to groups to suit the needs of teachers and management.

Another use of the collection is the rewriting and development of courses and curricula. By making curricular options explicit and sharable, the collection can help in the development of new or modified courses of instruction and the design or redesign of curricular experiences. One important example of curriculum development fostered by this collection is cross-disciplinary education. Probably no concept is currently more abused than "interdisciplinary education." While the goals of subject matter learning are at least implicit in the textbooks and other materials used by teachers, the goals of interdisciplinary education do not have even that questionable point of tangible reference. The Tri-county Project, through its extensive coding and retrieval systems, permits selection of goals in terms of various combinations of subject matter, educational level, types of knowledge and process, career education program goals, concepts and values, and index words. This system provides important cues for interdisciplinary planning. The goals, although printed in subject collections such as science, social science, mathematics, music, etc., may be related and grouped in and across subjects through computer retrieval by requesting those goals bearing one or more of the seven code parameters. Thus, for example, a teacher interested in a unit on marine biology can request goals dealing with related concepts in science, social science, language, mathematics, or any other subject field.

A final use of this collection is for long-range planning and systematic control of educational development. The past few years in education have demonstrated that few results of experimentation and development are transportable. The inability of educators to define clear, unambiguous statements of desired learning outcomes is an important underlying cause. The Tri-county Project is establishing sets of goals that may be used consistently for instructional planning and evaluation. The sets are open and are added to each time teachers or curriculum planners specify appropriate learnings not represented in the original collections. However, any statement admitted to the collection undergoes a rigorous process of statement, definition, and coding to insure that its utility to teachers is equal to goals already in the collection.

These collections will support all curriculum development activities in the Portland School System within a year or two, and in many other school districts in the tri-county area as well. The stability this will provide educational experimentation and development is apparent. The power of the goal collections themselves in promoting good educational planning and the ease and convenience it affords teachers in that planning is equally evident.

Other uses can be cited, but districts will discover these. In all of the above activities, districts are invited and encouraged to use the collection selectively and to add their own goals wherever this collection is insufficient to their needs. We hope that where they do add and modify, they will use the feedback forms and contribute to the expansion and improvement of the original collection.

Will help be available for evaluating the attainment of the goals in this collection?

The principal measurement-related product sought by the project developers is a set of test items related to each course goal. This set is to be so comprehensive that any teacher who selects a course goal and translates it into one or more instructional goals will be able to retrieve items, or at least examples of items, appropriate to assess the attainment of his instructional goals.

The Project is beginning to define evaluation models appropriate for assessment of goals in each of the classes of knowledge and process. These models will be used to guide both psychometricians and teachers in the development of criterion referenced test items appropriate for measuring each type of knowledge and process. Teachers using the course goals during the period the items are being developed will be asked to supply copies of their periodic and final examinations to provide materials for a comprehensive set of test items. Teacher aids for test item development based on the different goal types are being prepared to insure the quality of the item bank. As soon as theoretical formulations relating to values, generalizations, and concepts are refined and consistent, similar work will begin in developing evaluation models and items for those classes of learning. This work should take two to five years to complete, depending on resources.

Is this the final version of the program and course goals?

No. In the development of both the program and the course goals, an effort was made to make them comprehensive, realistic, and immediately applicable to schools as they are currently organized. At the same time, these goals and the taxonomy are to be revised and improved as they are subjected to use and scrutiny by teachers and curriculum personnel. This is to be accomplished through the feedback instrument distributed with these goals. The large amount of blank space on many pages of this health education collection is waiting to be filled with your help.

As time passes, new goals will be called for. For this reason a provision is being made for the continual review and revision of the goals. This will be largely dependent on feedback from the field. Thus, what is being created is a complete, dynamic, open system for goal-based learning and evaluation. Such a system will be a useful resource to all those seeking to improve their understanding of what should be learned, how it should be learned, and how evaluated.

How to read and interpret the materials in this goal collection.

Following this introduction there are four sets of indexes for retrieving course goals (indicated) by four different colors: subject matter taxonomy, pink; knowledge and process classifications, yellow; subject area program goals, blue; and career education program goals, green.

Codes on the course goals refer to the materials on the colored pages. The colors are to help you find the meaning of a code found beside a course goal. Below is a description of how to read and interpret a page of course goals and its codes.

The bulk of the pages in this collection are taken up with the course goals themselves and their codes. Since our aim here is to learn how to read, interpret, and use these goals, let us look at and discuss a sample page of them from the Health Education collection. (Please see following page.)

The number headings of the left hand column (1.0 Mental Health, 1.4 Determinants of Mental Health and 1.43 Psychological Determinants) are those sections and subsections of the subject matter taxonomy under which the goals on this page are classified. The subject matter taxonomy which is to be found on the pink pages in the front of the book serves as a table of contents for this collection.

By looking through the taxonomy, a user can find what topics are covered and can turn to those in which he is interested. Also, the headings may be used along with one or more of the other codes to retrieve subsets of goals from the computerized storage system. Finally, the taxonomies form a comprehensive but brief overview of the topics in each subject area judged important in K-12 curricula. As such, they form a valuable and convenient tool for curriculum and materials review and planning.

The next thing we note in column (1) under the heading "1.431 Concept of Self and Others (Cont.)" are the Course Goals themselves. Some goals in this column have a bracket to their left. The goals inside the bracket are logically related and may be viewed as a unit.

HEALTH

(1)

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H (2)	Knowledge or Process Classifications (3)	Subject Area Program Goals (4)	Career Education Program Goals (5)	Other Related Content Taxonomy Headings (6)	(C) Concept/ (V1, V2) Value Words (7)
1.431 Concept of Self and Others (Cont.)						
The student knows that accepting and respecting people of all ages, socio-economic levels, cultural and religious groups, and those with physical or mental handicaps, contribute to mental health.	P I U H	G2 K8	1 3	1a 1b 1c 2c		(C) Interpersona relations (C) Self-concept (C) Mental healt (V1) Social concern (V1) Social sensitivity (V1) Respect for others (V1) Self-respect (V1) Weighing costs & benefits
The student is able to recognize and accept the accomplishments of others and reinforce their feeling of self-worth (e.g., complimenting on accomplishments, expressing pleasure at other's success or good fortune).	P I U H	P61 P65	1 2	1a		(C) Self-concept (C) Mental healt (C) Maturity (V1) Social sensitivity (V1) Respect for others (V1) Self-respect (V1) Self-worth

The column (2) on the page as we move from left to right is headed "Level P/I/U/H" (primary, intermediate, upper, and higher). This code provides the teacher or curriculum planner an estimate of the level or levels at which the learning is appropriate. Many times the nature of the goal suggests continued learning over several levels, in which case all levels involved are coded. These indications of level are suggestive only, for it is evident that the appropriate time for learning varies with the interests and abilities of students.

The third column (3) is headed "Knowledge or Process Classifications." The classifications referred to are described at the front of the book on the yellow pages. All goals are roughly classified as knowledge or process depending upon whether they deal with something that is to be known or something the student is able to do. All goals, therefore, begin with the words, "The student knows..." or "The student is able to..."

The familiar knowledge/process distinction is further subdivided into twelve knowledge and seventy-nine process categories to which all course goals have been coded. It will be noted that these classifications owe a partial debt to earlier researchers; notably, Benjamin Bloom, David Krathwohl, Robert Glaser, Henry Walbesser, and Ralph Tyler in Education; Robert Gagné and Robert Miller in Psychology; Jean Piaget and Jerome Bruner in Child Development; and others.

At this point the reader may question the reason for the rather detailed and elaborate system of classifying educational outcomes that has evolved during the Project. We have found that providing teachers with these classification systems has resulted in a more critical approach to the writing of goals. A teacher in attempting to place a goal in its appropriate category may find that its intent is clearly related to one of the categories but its form of expression does not immediately identify it with that category. By rewording the goal, the teacher brings the true intent of the goal into sharper focus, and in almost every instance improves its meaning and clarity. We have also found that the detailed classifying of knowledge and process goals provides insight into alternative ways of using them for teaching and evaluation. For example, the G2 and K8 beside the first goal on the preceding page indicate that it may be taught and evaluated either as a simple generalization (G2) or as a goal about the causes of mental health (K8). Work has already begun in analyzing and suggesting to teachers the types of measurement appropriate for each type of knowledge goal. This work will be extended to process learning as rapidly as resources permit.

Column (4) on the page is headed "Subject Area Program Goals." In this column we find the number of one or more of the program goals found in the front of this book on the blue pages. The definition of this type of goal and its relation to course goals was discussed earlier. Here it is enough to recall that program goals are more general than course goals and that a set of program goals should constitute a description of the major overall learning outcomes expected from a program. Each course goal is cross coded to the program goal(s) to whose attainment it is most directly related.

Column (5) on the page is headed "Career Education Program Goals." In this column we may find the code of one or more of the Career Education program goals found in the front of the book on the green pages. Career education, as envisioned by the coders, concerns the total life of an individual, including day-to-day living, vocation, avocation, and leisure. Nearly every course goal bears at least an indirect relationship to career education viewed in that manner. Only those course goals, however, which have a "direct" relationship to a career education program goal have been coded to that program goal.

A "direct" relationship was interpreted to exist between a course goal and a career education program goal if a teacher could easily and naturally attach some career meaning to the instruction relating to that course goal and thus readily integrate the teaching of career education into teaching his subject. The restriction of the codings to direct relationships as just defined means that codings to career education program goals are relatively rare in the goals written under the more detailed and technical parts of a subject's taxonomy such as the sections of the health taxonomy dealing with Body Systems (1.731, 1.741, 2.43, 2.831, 2.851), Cell (2.42), and Safe Living (4.0).

A reader should not assume that because a course goal is cross coded to a career education program goal that he should make an effort to relate it to career education in every case. That is up to himself and the policies to which he is responsible. This coding provides suggestions, not prescriptions, for curriculum planning and teaching.

A teacher may use this coding as a help in integrating a discipline and career education and vice versa, by asking himself the following question: "When I am teaching this goal, is there some aspect of career education that can usefully and naturally be brought to the attention of my students?" The cross coding, where it appears, suggests there may be and what the aspect is.

The career education code used with these goal collections makes them the first operational resource for "integrating career education and the rest of the curricula." Naturally a great deal of work has to be done to refine and extend the beginning which the present cross codings represent.

The relation of health education and career education is dealt with somewhat differently and more directly in the goals found under the subheadings "3.38 Occupational Environments," "3.7 Health Careers," and "4.1 Occupational Safety." The Project will continue to explore the validity and possible extensions of both the latter method of writing goals specifying the relation of a subject area and career education, and also the former complementary approach of cross coding goals throughout the collection to their point of contact with career education.

The coding "Other Related Content Taxonomy Headings" under column (6) is provided since goals are often rightly classified under more than one subject heading. The numbers in this column refer to the taxonomy on the pink pages at the front of the book. For purposes of computer retrieval, it is possible to request all goals which deal with a particular subject heading, and to extract not only the goals placed under that heading, but also all other goals cross-referenced to it wherever they are located in the collection. While this capability presently exists only within a subject field, it later will be provided among subject fields.

Column (7) on this page is headed "(C) Concept/(V1,V2) Value Words." This form of code is one of the newest and potentially most useful ways to describe and retrieve sets of goals, especially for interdisciplinary learning. Although explicitly singling out the concepts and values dealt with in goals is theoretically very interesting and useful, in practice it is very difficult since no valid lists of such concepts and values exist in the various subject areas. Accordingly, the codings applied in this critique edition should be viewed as experimental attempts made to solicit constructive criticism.

The paragraphs below describe briefly the definitions and procedures used in applying this code.

Words chosen to characterize values and concepts represent residuals of experience that influence the way individuals perceive and behave. Thus, the word freedom connotes certain behaviors associated with the ideal state. Likewise, a word like honesty characterizes a set of behaviors which viewed from a societal perspective characterizes an individual as honest. From an educator's point of view, the only resources available to help students acquire the desired concepts and behavioral tendencies are the knowledge and process learnings planned for and with students.

The words designating the major concepts to which a goal relates are written beside that goal in this fifth column. Words identifying concepts are preceded by "(C)" to distinguish them from the value words found in the same column.

A glance through the subject matter taxonomy on the pink pages at the front of the book reveals many headings which themselves are concept words. These headings have not been repeated as concepts words on every goal under that heading, but only on those which bear the most direct and general relationship to the concept designated.

Especially important in considering the nature of values is the distinction between the instrumental processes of clarifying and forming values (V2) and values as end products to be inculcated and strived toward (V1). The curricular and methodological implications of teaching toward values as end products are entirely different from those concerned with the processes of value clarification and formation.

In helping students acquire and strive to attain values (V1), the educator must rely upon teaching knowledge and skills that have a logical bearing upon these values. Where he is concerned with the teaching of value clarification and formation processes (V2), he must teach such conventional skills as verifying information, relating information to criteria, and other methods of clarifying personal and social values by which the clarification, interpretation, and internalization of information can be accomplished. These are the same processes found in the Inquiry and Problem Solving Processes Classification on the yellow pages at the front of the book and are coded in column (3).

The type of values coded in column (7) of this goal collection is type (V1). Where a goal may be used to inculcate or help a student attain a value, the value is named in this column and a "(V1)" is written in front of it. Where a process related to value formation is dealt with in a goal, it will be a process goal. The process will be indicated by the process code in column (3). Values have also been dealt with explicitly in the several sections of the Health Education Taxonomy and the goals indexed by them; notably, sections "1.43 Outlook on Life and Values," "1.6 Values" and "1.7 Applying a Value System to Problems of Daily Living."

Another useful code is the Index Word. Although it does not appear on the printed pages, it is keyed to each goal for retrieval in much the way documents are coded for retrieval in the familiar ERIC retrieval system. Users will have available lists of index words by discipline and across disciplines.

A most important set of materials in this manual is the Feedback Instrument. This instrument calls for the minimum information we need from you, the user, if we are to refine and expand the collection and improve its value to all users. Additional input is welcomed by phone, word of mouth, carrier pigeon, etc., after you have discussed and tried out this resource in your district. Ultimately, the success of the Project is dependent on this input.

SUBJECT MATTER TAXONOMY

HEALTH EDUCATION TAXONOMY

1.0 Mental Health

- 1.1 Definition of mental health
- 1.2 Relationship to physical health
- 1.3 Relationship to community health
- 1.4 Determinants of mental health
  - 1.41 Physiological determinants -- physical and hereditary
  - 1.42 Environmental determinants -- physical and societal
  - 1.43 Psychological determinants
    - 1.431 Concept of self and others
    - 1.432 Psychological needs and motivation
    - 1.433 Sources and expression of emotions
    - 1.434 Outlook on life and values
- 1.5 Behavior influenced by mental health
  - 1.51 Communicating
  - 1.52 Decision making
  - 1.53 Risk taking -- positive or negative
  - 1.54 Behaving responsibly or irresponsibly
  - 1.55 Adjusting -- Adapting
  - 1.56 Problem solving
- 1.6 Values
  - 1.61 What values are
  - 1.62 How values are acquired
  - 1.63 Importance of specific values to mental health
    - 1.631 Self discipline
    - 1.632 Self respect and acceptance
    - 1.633 Respect for and acceptance of others

    - 1.64 How values influence decision making
- 1.7 Applying a value system to problems of daily living
    - 1.71 Nutritional choices
    - 1.72 Consumer buying
    - 1.73 Drug use (tobacco, alcohol, drugs)
        - 1.731 Body systems - respiratory, circulatory, nervous (also refer to 2.43)
        - 1.732 Nature of drugs
        - 1.733 Use of drugs
        - 1.734 Effect of drugs on the body and mind
        - 1.735 Laws and regulations relating to drugs
        - 1.736 Social and economic problems resulting from drug use
        - 1.737 Treatment of drug users
        - 1.738 Analysis of drug advertising
        - 1.739 Alternatives to drug usage
    - 1.74 Interpersonal relationships
        - 1.741 Body systems - endocrine and reproductive (also refer to 2.43)
        - 1.742 Changing sex roles
        - 1.743 Friendships
        - 1.744 Dating
        - 1.745 Marriage
        - 1.746 Family Planning
        - 1.747 Pregnancy and birth
        - 1.748 Family life
        - 1.749 Sexual behavior
    - 1.75 Use of leisure

- 1.8 Maladjustive behavior
  - 1.81 Kinds of maladjustive behavior
  - 1.82 Attitudes toward maladjustive behavior
  - 1.83 Help for maladjustive behavior
- 2.0 Physical Health
  - 2.1 Definition and factors of physical health
  - 2.2 Relationship of physical health to mental health
  - 2.3 Relationship of physical health to community health
  - 2.4 Growth and development and individual differences
    - 2.41 Definition and factors of growth and development
    - 2.42 Cell
    - 2.43 Body systems - structure and function
    - 2.44 Aspects of growth and development
    - 2.45 Stages of growth and development
    - 2.46 Individual patterns of growth and development
  - 2.5 Personal care
    - 2.51 Cleanliness of person, clothing and environment
    - 2.52 Appearance and grooming
    - 2.53 Care of eyes, ears, nose and teeth
    - 2.54 Care of skin, hair and nails
    - 2.55 Care of feet
    - 2.56 Freedom from disease
    - 2.57 Medical and dental examinations
    - 2.58 Safe practices (also refer to 4.0)
  - 2.6 Nutrition
    - 2.61 Digestion and elimination (also refer to 2.43)
    - 2.62 Nutrients and nutritional requirements of body
    - 2.63 Meal planning

- 2.64 Deficiency disorders, diseases and harmful substances
- 2.65 Food fads and fallacies
- 2.66 Selective eating practices
- 2.67 Weight control
- 2.68 Food handling, processing and storage
- 2.69 Table etiquette

2.7 Dental health

- 2.71 Structure and function of teeth
- 2.72 Development of teeth
- 2.73 Oral problems
- 2.74 Preventive measures

2.8 Physical fitness

- 2.81 Definition and factors of physical fitness
- 2.82 Contribution to meeting the demands of living
    - 2.821 Daily physiological and psychological demands
    - 2.822 Emergency demands
    - 2.823 Balance of work, exercise, rest and nutrition
    - 2.824 Effect on posture
- 2.83 Exercise, activity and recreation
    - 2.831 Body systems - skeletal, muscular, nervous, circulatory (also refer to 2.43)
    - 2.832 Physiological and psychological benefits
    - 2.833 Types
- 2.84 Rest, relaxation and sleep
    - 2.841 Contribution to body growth, repair and maintenance
    - 2.842 Fatigue
    - 2.843 Physiology of sleep
    - 2.844 Insomnia and dreams

- 2.845 Individual needs
- 2.846 Sleeping accommodations
- 2.847 Drugs for relaxation, sleep and wakefulness

2.85 Posture

- 2.851 Body systems - skeletal and muscular (also refer to 2.43)
- 2.852 Proper body alignment
- 2.853 Contribution to appearance
- 2.854 Factors influencing posture

2.9 Health products and services (also refer to 3.63)

- 2.91 Available products and services
- 2.92 Sources of products and services
- 2.93 Criteria for selecting products and services
- 2.94 Evaluation and selection of products and services

3.0 Community Health

- 3.1 Definition and factors of community health
- 3.2 Relationship to physical health of individual
- 3.3 Relationship to mental health of individual
- 3.4 Individual responsibility for community, national and world health
- 3.5 Environmental health problems
  - 3.51 Sanitation problems
  - 3.52 Disease
    - 3.521 History of disease
    - 3.522 Communicable diseases
    - 3.523 Non-communicable diseases
  - 3.53 Safety hazards
  - 3.54 Pollution
  - 3.55 Radiation
  - 3.56 Over population

    - 3.57 Housing
    - 3.58 Occupational environment
  - 3.6 Community resources
    - 3.61 Health and safety agencies and organizations
    - 3.62 Public support
    - 3.63 Consumer education (also refer to 2.9)
    - 3.64 Future health planning
    - 3.65 Individual action
    - 3.66 Health care
  - 3.7 Health careers
    - 3.71 Supply and demand for trained health specialists
    - 3.72 Career opportunities in health and allied fields
    - 3.73 Educational requirements and entry level skills
    - 3.74 Personal characteristics
    - 3.75 Personal rewards
  - 3.8 Rules, regulations and laws
(Disaster preparedness and emergency care--also refer to 4.68)
- 4.0 Safe Living
  - 4.1 Definition and factors of safe living
  - 4.2 Accident prevention
    - 4.21 Definition of accident
    - 4.22 Causes of accidents
    - 4.23 Elimination of accidents
      - 4.231 Education and research, role of
      - 4.232 Individual responsibility
      - 4.233 Safety measures

4.3 Traffic safety

- 4.31 Accident prevention (also refer to 4.2)
- 4.32 Pedestrians
- 4.33 Motrocycles
- 4.34 Recreational vehicles
- 4.35 School buses
- 4.36 In car
- 4.37 Driver education
    - 4.371 Traffic and environmental problems caused by the automobile
    - 4.372 The automobile - how it runs and must be maintained
    - 4.373 Personal limitations and conditions which affect driving performance
    - 4.374 Natural laws
    - 4.375 Traffic laws and regulations and accident reporting
    - 4.376 Social and economic implications of automobile ownership
    - 4.377 Engineering, education and enforcement
    - 4.378 Driving skills

4.4 Home safety

- 4.41 Accident prevention (also refer to 4.2)
- 4.42 Falls
- 4.43 Poisons
- 4.44 Electrical hazards
- 4.45 Fire
- 4.46 Safety with tools
- 4.47 Baby sitting

- 4.5 School safety
  - 4.51 Traveling to and from school
  - 4.52 At school
  - 4.53 In-school activities
  - 4.54 Accident reporting
- 4.6 Community safety
  - 4.61 Accident prevention (also refer to 4.2)
  - 4.62 Playground and park safety
  - 4.63 Strangers
  - 4.64 Traffic safety (also refer to 4.3)
  - 4.65 Safety with animals
  - 4.66 Fire prevention
  - 4.67 Explosives
  - 4.68 Disaster preparedness
    - 4.681 Survival education
    - 4.682 First aid and emergency care
    - 4.683 Medical self-help
    - 4.684 Community plan for action
- 4.7 Seasonal safety
- 4.8 Recreational safety
  - 4.81 Accident prevention (also refer to 4.2)
  - 4.82 Recreational vehicles
  - 4.83 Water and small craft
  - 4.84 Hiking and climbing
  - 4.85 Camping
  - 4.86 Hunting and firearms
  - 4.87 Sports activities and hobbies
- 4.9 Occupational safety

KNOWLEDGE
AND
PROCESS
CLASSIFICATIONS

-Knowledge Categories-

G1	Principles and Laws
G2	Simple Generalizations
K1	Conventions: Names and Nomenclature
K2	Conventions: Symbols, Rules, Standardized Processes, Definitions
K3	Properties, Parts, Characteristics, Features, Elements, Dimensions
K4	Trends and Sequences
K5	Similarities and Differences, Discriminations, Classifications
K6	Contexts, Locations, and Orientations
K7	Operations, Methods of Dealing with, Functions
K8	Cause and Effect Relationships (Costs and Benefits)
K9	Criteria or Standards
K10	Non Cause-Effect Relationships

-Inquiry-Problem Solving Processes-

P1	Input		Acquiring Information
		P11	Viewing
		P12	Hearing
		P13	Feeling (tactile)
		P14	Smelling
		P15	Tasting
		P16	Using sense extenders
P2	Input Verification		Insuring Validity and Adequacy
		P21	Evaluating authoritativeness of sources
		P22	Evaluating logical consistency and accuracy
		P23	Evaluating relevance to desired learning purposes
		P24	Evaluating adequacy for acting or deciding (comprehensiveness and depth)

P3 **Preprocessing** Organizing Information

P31 Labeling, naming, numbering, coding
P32 Recording, listing
P33 Classifying, categorizing, grouping, selecting, according to criteria
P34 Ordering, sequencing
P35 Manipulating, arranging, transforming, computing
P36 Estimating
P37 Summarizing, abstracting

P4 **Processing I** Interpreting Information (drawing meaning from data)

P41 Decoding verbal and non-verbal symbols (reading and literal translating)
P42 Inferring, interpolating, extrapolating
P43 Analyzing
P44 Associating, relating, equating
P45 Comparing, contrasting, discriminating
P46 Synthesizing
P47 Testing against standards or criteria
P48 Generalizing

P5 **Processing II** Using Information to Produce New Information

P51 Theorizing, predicting
P52 Formulating hypotheses
P53 Testing hypotheses
P54 Revising hypotheses

P6 **Output I** Acting on the Basis of Information

P61 Reacting
P62 Making decisions
P63 Solving problems
P64 Restructuring values (adapting, modifying)
P65 Restructuring behavior (adapting, modifying)
P66 Encoding verbal and non-verbal symbols prior to communication
P67 Creating on the basis of knowledge and process

P7 **Output II** Communicating Information

P71 Vocalizing (non-verbal)
P72 Gesturing, moving
P73 Touching
P74 Speaking
P75 Writing
P76 Using art media (painting, drawing, sculpting, constructing, etc.)
P77 Dramatizing
P78 Singing, playing instruments
P79 Dancing

SUBJECT AREA

PROGRAM GOALS

HEALTH EDUCATION PROGRAM GOALS

1. The student has positive feelings about himself and all people.
2. The student has the knowledge and skills needed to insure the physical and mental health of himself and others.
3. The student makes decisions and acts in ways which contribute to good personal and community health.
4. The student has a basic knowledge of human growth and development.
5. The student has knowledge and skills relative to safe living, accident prevention and emergency care.
6. The student knows the purposes served by the family in providing psychological security to its members and the reasons that families have been the basic unit in most societies.
7. The student knows the major local, national and global health problems and some of the ways in which they might be solved.
8. The student is familiar with, is able to evaluate, and uses materials and services provided by individuals and/or organizations dedicated to solving health problems.
9. The student is knowledgeable about vocational opportunities in health and allied fields.

CAREER EDUCATION

PROGRAM GOALS

CAREER EDUCATION PROGRAM GOALS

		Awareness K-6	Exploration 7-10	Preparation 11-12
1.	Attitudes and Values Toward Self and Others	X	X	X
2.	Attitudes and Values Toward Work	X	X	X
3.	Career Education and the Total Curriculum	X	X	X
4.	Career Exploration		X	X
5.	Career Preparation		X	X
6.	Career Placement and Employment			X

Regardless of the instructional level at which each group of program goals is introduced, continuous development and reinforcement through the remaining years of education is expected.

CAREER EDUCATION PROGRAM GOALS

1. Attitudes and Values Toward Self and Others

   a. The student knows the physical and emotional benefits of understanding and respecting self and others throughout life.

   b. The student knows that the major sources of understanding, acceptance, and respect of self are understanding, acceptance, and respect for others.

   c. The student knows that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2. Attitudes and Values Toward Work

   a. The student knows the personal, social, economic, and political reasons for work in our society.

   b. The student knows that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

   c. The student knows that in our society he is dependent on the goods and services of others for his welfare and survival.

3. Career Education and the Total Curriculum

   a. The student knows that skill in job exploration, selection, and preparation can lead to continuing career enhancement and personal fulfillment.

   b. The student is able to identify career alternatives, select those consistent with his values and goals, and implement chosen courses of action.

   c. The student knows the physical and psychological reasons for seeking a balance between work and leisure activities.

4. Career Exploration

   a. The student is able to evaluate his aptitudes, interests, and abilities in exploring career opportunities.

   b. The student knows the major factors that may affect his career opportunities and decisions (e.g., physical, social, economic, educational, cultural, and technological).

   c. The student knows that individuals can learn to function effectively in a variety of occupations.

d. The student knows that every career has entry, performance, physical, attitudinal, and educational requirement..

e. The student knows that career choice may help determine friends, associates, and status in the community.

f. The student is able to select a tentative career choice based upon exploration of a wide variety of occupations.

g. The student knows that career choice affects the amount and type of leisure activity that may be pursued.

5. Career Preparation

a. The student is able to develop and apply the basic skills and behaviors required to perform one or more entry level jobs.

b. The student is able to employ the following organizational skills appropriate to the career of his choice:

1) identify the objectives of a task
2) specify the resources required
3) outline the steps necessary for completion
4) perform the actual operations
5) evaluate the final product

6. Career Placement and Employment

a. The student is able to make an assessment of the labor market to determine opportunities that will advance his career.

b. The student knows the educational opportunities that exist beyond grade 12 for the enhancement of his career skills and his personal development.

c. The student knows the advantages and responsibilities associated with working independently, as a member of a team, and under direct supervision.

d. The student knows that the acceptance of a task requires the acceptance of responsibilities to himself and others.

e. The student knows the opportunities for vertical and lateral mobility within his career cluster.

COURSE GOALS

1.0 Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.1 Definition of Mental Health						
The student knows that the major characteristics of a psychologically healthy individual include self-actualization, problem-solving ability, sense of humor, a positive mental outlook and the ability to regulate emotions and behave in a manner acceptable to the individual and society.	P I U H	G2 K2 K3	1 2 3	1a	1.431 1.63	(C) Emotional health (V1) Social sensitivity (V1) Self-discipline (V1) Integrity

1.0 Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.2 Relationship to Physical Health						
The student knows the location and use of print and non-print material relating mental health to physical health (e.g., card catalog: "Mental Illness," "Physiology"; Periodicals: Today's Health, Psychology Today, Mental Hygiene; Reader's Guide: "Mental Hygiene", "Mental Illness"; Area and Building Audio-Visual Catalogs: "Mental Health").	I U H	K6	2			(C) Resources, Health (V1) Inquiry
The student knows that physical, mental and social health are interrelated in their effects on growth.	I U H	K8	2 3 4		2.43	(C) Life-development (V1) Responsibility
The student knows that normal functioning of interdependent body systems is necessary for physical and mental health and can be interrupted by disease, injury, and/or severe stress.	I U H	K8	2 3 4		2.43	(C) Life functions (V1) Responsibility
The student knows some physical illnesses that can be affected by reactions to emotional conflicts, stress, and frustration (e.g., ulcers, colitis, migraine headaches).	I U H	K8	2 3 5		2.2 2.821	(C) Emotional health (C) Environmental influences (V1) Self-expression
The student knows that personal health practices, including sleep and rest, eating, physical activity and posture, are influenced by one's emotions.	P I U H	G2 K8	2 3 5		2.2 2.8	(C) Emotional health (C) Mental health (V1) Responsibility (V1) Self-discipline

1.0 Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.3 Relationship to Community Health						
The student knows the location and use of print and non-print materials about mental health relating to community health (e.g., card catalog: "Public Health", "Mental Illness"; Periodicals: Psychology Today, Today's Health, Mental Hygiene; Area and Building Audio-Visual Catalogs: "Mental Health, Community", "Health, Mental, Community").	U H	K6	2 3			(C) Resources, health (V1) Inquiry
The student knows some environmental conditions that influence the mental health of individuals (e.g., living conditions, pollution, disease).	P I U H	K8	2 3	2c	2.2	(C) Environmental influences (V1) Responsibility (V1) Social sensitivity (V1) Cooperatio
The student knows some of the ways the members of a community can affect the mental health of an individual (e.g., prejudice, economic discrimination).	P I U H	K8	2 3	1b	1.6 1.633 1.7 2.2	(C) Emotional health (C) Interpersonal relations (V1) Responsibility (V1) Social sensitivity (V1) Cooperatio
The student knows ways in which delinquency affects community health and safety.	I U H	K8	2 3			(C) Emotional health (V1) Responsibility
The student knows ways in which mental attitude of individuals can cause behaviors which affect the total well-being of the community (e.g., littering, theft, vandalism, acts of arson).	P I U H	K8	2 3	2c	2.2	(C) Emotional health (V1) Responsibility (V1) Social sensitivity (V1) Weighing Costs & Benefits

1.0 Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.3 Relationship to Community Health (Cont.)						
The student knows ways mental health of individuals, social pressures of family and peers, and interpersonal relationships within the home can contribute to delinquency.	I U H	K3 K8	2 3			(C) Interpersonal relationships (V1) Responsibility

1.0 Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.4 Determinants of Mental Health						
The student knows the location and use of print and non-print materials related to determinants of mental health (e.g., card catalog: "Psychology, Applied", "Mental Health", "Nervous System - Hygiene", "Mind and Body"; Area and Building Audio-Visual Catalogs: "Mental Health", "Health, Mental"; Newspaper indexes; Reader's Guide: "Mental Hygiene", "Social Interaction", "Social Psychology").	U H	K6	2 3	1b		(C) Resources, health (V1) Inquiry

1.0 Mental Health
1.4 Determinants of Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.41 Physiological Determinants - Physical and Hereditary						
The student knows ways in which an individual's physical health influences mental health.	P I U H	K8	2			(C) Body-mind relation (C) Self-concept (V1) Social sensitivity
The student knows that physical disability or disease can cause changes in mental health.	P I U H	K8	1 3			(C) Body-mind relation (V1) Social sensitivity
The student knows that hereditary factors influence physical characteristics which can affect an individual's mental health (e.g., size, build, pattern of maturing, facial features).	P I U H	K8	4	4b		(C) Body-mind relation (C) Self-concept (C) Heredity (V1) Self-knowledge (V1) Social sensitivity
The student knows ways in which physiological needs affect mental health.	P I	K8	2			(C) Body-mind relation (V1) Self-knowledge (V1) Social sensitivity
The student knows ways in which the interaction between physiological and psychological needs affect an individual's mental health.	U H	K8	2			(C) Body-mind relation (V1) Self-knowledge (V1) Social sensitivity
The student knows that a balance of work, exercise and play is conducive to mental health.	P I U H	K8	2	3c		(C) Physical needs (C) Emotional health (V1) Self-discipline

1.0 Mental Health
1.4 Determinants of Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.42 Environmental Determinants - Physical and Societal						
The student knows that physical surroundings directly affect mental health.	P I U H	K8	1 2	4b		(C) Environment influences (C) Emotions
The student knows external physical factors which affect concentration: humidity, temperature, noise, distractions.	P I U H	K8	1			(C) Environment influences (V1) Self-discipline
The student knows ways in which urban and rural patterns of living differ in their effect upon an individual's mental health.	P I U H	K5 K8	2	4b		(C) Environment influences (C) Emotional health (V1) Social sensitivity
The student knows ways in which socio-economic and/or cultural background can affect mental health.	P I U H	K8	3	4b		(C) Environmenta influences (C) Emotional health (V1) Social sensitivity
The student knows that attitudes which an individual holds toward his cultural environment affect his self-esteem.	U H	K8	1			(C) Self-concep (C) Environment influences (V1) Individualis (V1) Social sensitivity (V1) Self-esteem (V1) Relating
The student knows ways in which expressions of affection and respect among individuals and groups of people reinforce feelings of self-worth.	P I U H	K3 K8	1 3	1a 1c	1.431	(C) Interpersona Rel. (C) Emotional health (V1) Tolerance (V1) Social sensitivity (V1) Self-esteem

1.0 Mental Health
1.4 Determinants of Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
1.42 Environmental Determinants - Physical and Societal (Cont.)						
The student knows ways in which an individual can be affected by peer group pressures, parents, advertising and mass media.	I U H	K3 K8	2			(C) Interpersonal Rel. (C) Self-concept (V1) Social sensitivity
The student knows socially undesirable behaviors associated with societal pressures (e.g., aggression, withdrawal, truancy).	P I U H	K3 K8	2 3	1c		(C) Interpersonal Rel. (V1) Social sensitivity (V1) Weighing Costs & Benefits

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.431 Concept of Self and Others						
The student knows environmental and hereditary factors which influence an individual's behavior.	P I U H	K8	3	4b		(C) Heredity (C) Self-concep (C) Environment influences (V1) Self-knowledge (V1) Social sensitivity
The student knows that values which influence individual behavior are acquired in response to physical and psychological needs determined by interaction of hereditary and experiential factors.	P I U H	K8	3			(C) Values (C) Heredity (V1) Self-knowledge (V1) Social sensitivity
The student knows that personal goals are commitments of an individual which often require deferring of gratification in the interest of achieving long-range aims of higher priority.	P I U H	K8	3			(C) Goals (C) Values (C) Challenge (C) Mental Heal (V1) Self-discipline (V1) Self-actualizati
The student knows that self-acceptance is fundamental to sound mental health (e.g., sexuality, personal strengths and weaknesses, emotional limitations).	P I U H	G2 K3 K8	1	1b		(C) Self-concep (C) Mental heal (V1) Self-knowledge (V1) Self-respect (V1) Self-worth
The student knows factors involved in the formation of an individual's self-image (e.g., home and family influences, neighborhood influences, school influences, church influences).	P I U H	K3 K8	1	1b	2.44	(C) Self-concep (C) Interperson Rel. (C) Mental heal (V1) Self-knowledge (V1) Self-worth

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.431 Concept of Self and Others (Cont.)						
The student knows that recognizing and accepting the accomplishments of others contribute to an individual's psychological maturity.	I U H	G2 K8		1b 1c 2c		(C) Interpersonal Rel. (C) Self-concept (C) Maturity (C) Socialization (C) Mental health (V1) Social sensitivity (V1) Security (V1) Self-confidence (V1) Respect for others (V1) Selflessness
The student knows ways in which voice and action reflect feelings about self and others.	P I U H	K8	1 3			(C) Interpersonal Rel. (C) Self-concept (C) Communication (V1) Social sensitivity (V1) Self-knowledge (V1) Self-discipline
The student knows that an individual's self-image is affected by social interaction.	P I U H	G2 K8	2			(C) Self-concept (C) Interpersonal Rel. (C) Communication (V1) Social sensitivity (V1) Self-knowledge (V1) Relations

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.431 Concept of Self and Others (Cont.)						
The student knows that accepting and respecting people of all ages, socio-economic levels, cultural and religious groups, and those with physical or mental handicaps, contribute to mental health.	P I U H	G2 K8	1 3	1a 1b 1c 2c		(C) Interperson Rel. (C) Self-concep (C) Mental heal (V1) Social concern (V1) Social sensitivity (V1) Respect for others (V1) Self-respect (V1) Weighing Costs & Benefits
The student is able to recognize and accept the accomplishments of others and reinforce their feeling of self-worth (e.g., complimenting on accomplishments, expressing pleasure at other's success or good fortune).	P I U H	P61 P65	1 2	1a		(C) Self-concep (C) Mental heal (C) Maturity (V1) Social sensitivity (V1) Respect for others (V1) Self-respec (V1) Self-worth

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.432 Psychological Needs and Motivation						
The student knows that an individual's emotional needs include love and affection, acceptance, accomplishment, recognition, independence, stimulation, adventure.	P I U H	K3	2	1a 1b		(C) Self-concept (C) Mental healt (V1) Self-knowledge (V1) Social sensitivity (V1) Relating
The student knows socially appropriate ways of meeting one's own emotional needs that will be well regarded by others, both within his immediate peer or cultural group and within the larger society, and ways of meeting those needs that will not be so regarded.	P I U H	K7	3	1c		(C) Socializatio (C) Self-concept (C) Mental healt (V1) Self-discipline (V1) Social sensitivity (V1) Respect for others
The student knows ways in which vocational and avocational interests and activities can fulfill psychological and creative needs.	P I U H	K7 K8	2	3c		(C) Leisure (C) Self-concept (C) Work (V1) Self-knowledge (V1) Self-respect (V1) Human dignit (V1) Self-expression
The student knows ways in which the family, friends, community and nation help to satisfy an individual's psychological needs.	P I U H	K7	2 6			(C) Emotional health (C) Self-concept (C) Family (C) Community (V1) Love (V1) Loyalty (V1) Friendship (V1) Security

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.432 Psychological Needs and Motivation (Cont.)						
The student knows reasons for individual differences in motivation.	P I U H	K5	4	4a		(C) Mental healt (C) Individual differences (V1) Social sensitivity (V1) Consideratio (V1) Respect for others
The student knows that achievement of goals satisfies emotional needs.	P I U H	K3 K7 K8	1 2	2a		(C) Self-concept (C) Mental healt (V1) Self-actualizatic (V1) Achievement (V1) Weighing Costs & Benefits

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.433 Sources and Expression of Emotions						
The student knows ways that the effects of pressures can be re-channeled (e.g., talking it out, working off anger, assuming leadership responsibilities).	P I U H	K3 K8	2			(C) Interpersona Rel. (C) Mental Healt (V1) Self-knowledge (V1) Weighing Costs & Benefits
The student knows ways in which pressures can help or hinder behavior.	I U H	K8	2			(C) Interpersona Rel. (C) Mental healt (V1) Self-knowledge (V1) Predicting
The student knows that redirecting certain stresses can be beneficial to the individual and society (e.g., aggressiveness can be redirected from bully behavior to leadership, desire for adventure can be redirected from acts of vandalism to scouting).	P I U H	G2 K8	3	1c		(C) Mental healt (C) Interpersona Rel. (V1) Self-discipline (V1) Self-knowledge (V1) Social concern (V1) Responsibility
The student knows that the way an individual accepts his responsibilities can affect mental health (e.g., over-concern can create worry, shirking can create guilt feelings, under-performance can create feelings of inadequacy).	P I U H	G2 K8	1 3	2b 6d		(C) Values (C) Mental healt (V1) Self-discipline (V1) Self-actualizatio (V1) Social sensitivity

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.433 Sources and Expression of Emotions (Cont.)						
The student knows sources of stress in society which affect mental health (e.g., family pressures, unequal opportunities, pace of living, illness, disability).	P I U H	K8	2	1b		(C) Mental hea (C) Environmen influences (V1) Social sensitivit (V1) Social concern
The student knows types of situations in which stress can occur (e.g., competitior (games), family relations, peer group relations, worker relations).	P I U H	K5	2	1b		(C) Environmen influences (C) Interperso Rel. (C) Mental hea (V1) Social sensitivit
The student knows t[illegible] the different ways individuals react to stress reflect status of mental health.	P I U H	K3	1 3			(C) Mental hea (C) Self-conce (V1) Self-knowledge
The student knows ways in which an individual can handle stress (e.g., modifying goals, changing activity, balancing work and play).	P I U H	K7	2	3c		(C) Mental hea (V1) Self-discipline (V1) Self-knowledge (V1) Self-actualizat
The student knows the positive aspects of stress (e.g., stress can stimulate production and/or creativity).	I U H	K3	3	1a		(C) Mental hea (V1) Self-knowledge
The student knows types of crisis situations which put stress on many individuals; i.e., death of a loved one or pet, loss of employment or livelihood, change of home or school, natural catastrophes, wars, etc.	P I U H	K3 K5	2 3			(C) Mental hea (V1) Self-knowledge (V1) Social sensitivity

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.433 Sources and Expression of Emotions (Cont.)						
The student knows ways a crisis situation may affect the individual (e.g., by contributing to nightmares, phobias, emotional outbursts, apathetic response, personality changes).	P I U H	K3 K8	3			(C) Mental healt (V1) Self-knowledge
The student knows that emotions generated in every normal person are expressed or repressed according to learned patterns.	P I U H	K3	1			(C) Mental healt (V1) Self-knowledge (V1) Social sensitivity
The student knows that the ways in which common feelings (sadness, loneliness, hate, fear, love, etc.) are expressed or repressed can influence mental health.	P I U H	K7 K8	1 2	1a		(C) Mental healt (V1) Self-knowledge
The student knows ways in which emotions can inhibit or block learning (e.g., by reducing motivation, stifling creativity, blocking concentration, promoting withdrawal, arousing antagonism).	P I U H	K7	2 3			(C) Mental healt (V1) Self-knowledge

1.0 Mental Health
1.4 Determinants of Mental Health
1.43 Psychological Determinants

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Taxonomy Content Headings	(C) Concept/ (V1, V2) Value Words
1.434 Outlook on Life and Values						
The student knows factors that influence an individual's outlook on life (e.g., heredity, environment, past experiences, self-concept).	P I U H	K3	1 2	4b		(C) Self-conce (C) Values (V1) Social sensitivit
The student knows that individuals with physical handicaps can be useful, happy, contributing members of society.	I U H	G2 K3	2	4b		(C) Self-conce (C) Values (V1) Respect fo others (V1) Social sensitivit (V1) Self-knowledge
The student knows ways that a consistent set of values contributes to an individual's personal fulfillment and happiness (i.e., promotes self-confidence, enhances self-image, reduces inter-personal conflicts, etc.)	P I U H	K3 K8	1 2	1a 1b	1.63	(C) Self-concep (C) Values (V1) Security (V1) Consistenc (V1) Weighing Costs & Benefits
The student knows ways in which trust and faith in one's self and in others can serve as relief from anxiety.	P I U H	K8	2 3		1.63	(C) Emotional health (C) Values (V1) Loyalty (V1) Faith (V1) Friendship (V1) Self-esteem (V1) Self-respec (V1) Relating

1.0 Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.5 Behavior Influenced by Mental Health The student knows the location and use of print and non-print materials relating behavior influenced by mental health (e.g., card catalog: "Mental Health", "Behavior", "Psychology, Applied"; Area and Building Audio-Visual Catalogs: "Behavior", "Psychology, Human Behavior"; Reader's Guide: "Behavior (Psychology)"; "Motivation (Psychology)", "Mental Hygiene").	U H	K6	2 3			(C) Resources, mental heal (V1) Inquiry

1.0 Mental Health
1.5 Behavior Influenced by Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.51 Communicating						
The student knows that a well-adjusted individual is able to interact with others in a variety of situations.	I U H	K3	2 3		1.42	(C) Emotional health (C) Interperso Rel. (V1) Self-awareness (V1) Social sensitivit
The student knows ways in which praise, encouragement and affection contribute to mental health.	I U H	K3	2 3	1b		(C) Mental hea (C) Interperso Rel. (V1) Social sensitivit (V1) Self-awareness
The student knows that criticism, ridicule, shame, etc., can affect an individual's mental health.	P I U H	G2 K3 K8	2 3	1a 1b	1.43 1.633	(C) Emotional health (V1) Empathy (V1) Self-respect (V1) Social concern

1.0 Mental Health
1.5 Behavior Influenced by Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.52 Decision-Making						
The student knows that decision-making is a learning process which involves an **individual's attitudes and values.**	U H	K3 K7	2 3	5b		(C) Learning (V1) Responsibility (V1) Decision-making
The student knows ways in which decisions can affect the individual and others.	P I U H	K3 K8	2 3 5	5b		(C) Interpersonal relation (V1) Responsibility (V1) Decision-making (V1) Relating
The student knows that a well-adjusted individual learns to accept the consequences of his decision-making.	I U H	K3	2 3 5	5b		(C) Interpersonal relations (V1) Responsibility (V1) Decision-making (V1) Predicting

1.0 Mental Health
1.5 Behavior Influenced by Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.53 Risk-Taking - Positive or Negative						
The student knows ways in which major changes such as changing jobs, marrying, divorcing, investing money, death in family, etc., can affect the individual's overall well-being.	U H	K3 K8	2 3 5	4a	1.4	(C) Emotional health (C) Behavior (C) Interpers Rel. (V1) Responsib ity
The student knows that the mental stability of an individual is a determining factor in his decisions to take risks.	P I U H	G2 K8	2 3 5	4a 4b		(C) Self-expressio (C) Emotional health (V1) Responsib ity
The student knows ways in which a desire for risk-taking may influence an individual's decisions in many areas of life (e.g., occupation, recreational activities, marriage).	P I U H	K3 K8	2 3	4a	4.8	(C) Self-expression (V1) Responsib ity
The student knows that self-destructive acts such as suicide, drug abuse and hazardous driving are risk-taking behaviors usually motivated by an individual's emotional problems.	I U H	K8	2			(C) Emotional health (V1) Responsibi ity

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1.0 Mental Health
1.5 Behavior Influenced by Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Work
1.54 Behaving Responsibly or Irresponsibly						
The student knows the ways irresponsible behavior creates problems for individuals.	P I U H	K8	2 3 5	1a 1c	1.6	(C) Maladjusted behavior (V1) Social sensitivity (V1) Responsibility (V1) Weighing Costs & Benefits
The student knows ways in which responsible behavior contributes to a healthy society.	P I U H	K8	2 3 5	1a	1.6	(C) Interpersonal Rel. (V1) Social sensitivity (V1) Responsibility (V1) Respect for others (V1) Weighing Costs & Benefits
The student knows that accepting one's responsibilities leads to good mental health (e.g., provides personal satisfaction; gains the respect of others; eliminates sources of stress).	P I U H	K8	1 2	2b		(C) Self-concept (C) Emotional health (V1) Responsibility (V1) Self-discipline (V1) Weighing Costs & Benefits
The student knows that learning to modify one's own behavior is a part of growing and developing.	P I U H	K3	2 3 4		1.6	(C) Emotional health (V1) Self-discipline (V1) Responsibility

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1.0 Mental Health
1.5 Behavior Influenced by Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.55 Adjusting - Adapting						
The student knows that the ability to cope with frustration and conflict, to accept failure and defeat, to accept responsibility and to get along with others is an indicator of the level of emotional maturity and an indicator of one's adjusting and adapting ability.	I U H	K3 K8	2 3 4	1a 1b 1c		(C) Emotional health (C) Interperso relations (V1) Empathy (V1) Cooperatio
The student knows that behavioral adjustment, adaptation or modification occur as individuals react to situations and experiences (e.g., change, illness, loss).	P I U H	K6 K8	2 3	1b		(C) Interperso Rel. (V1) Self-disciplin (V1) Tolerance (V1) Social sensitivit
The student knows defense mechanisms, including repression, regression, compensation, rationalization, projection and sublimation, which individuals use in adjusting and adapting to situations and experiences.	H	K7 K8	2 3 5	1c		(C) Emotional health (V1) Self-disciplin

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1.0 Mental Health
1.5 Behavior Influenced by Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.56 Problem-Solving						
The student knows that the basic steps in dealing with a problem are to (1) identify the problem, (2) seek alternative solutions to the problem, and (3) select the most appropriate solution.	P I U H	K7	2 3	5b		(C) Problem-solving (V1) Identification (V1) Problem-solving
The student knows ways in which the stress of emotional problems may be somewhat relieved (e.g., participation in hobbies, involvement in physical activities).	P I U H	K7	2 3	3c		(C) Emotional health (C) Leisure (V1) Responsibility
The student knows ways in which feelings such as anger and fear affect an individual's ability to cope with problems.	P I U H	K8	2 3 5			(C) Emotional health (V1) Self-discipline (V1) Responsibility
The student knows resources that can assist individuals in solving complex problems (e.g., medical advisor, spiritual advisor, counseling services).	P I U H	K6	8	2c		(C) Resources, community (V1) Responsibility

1.0 Mental Health
1.6 Values

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.61 What Values Are						
The student knows that values include the beliefs, ideals, rules and standards which guide one's actions; that a word used to describe a value usually refers to behaviors with which that word is associated; and that values may be individually or collectively held.	P I U H	K2 K3	1 2		1.440	(C) Values (C) Attitudes (V1) Self-direction (V1) Self-knowledge (V1) Judgment (V1) Testing against standards or criteria

1.0 Mental Health
1.6 Values

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.62 How Values Are Acquired						
The student knows that moral, ethical and spiritual values satisfy emotional needs.	P I U H	K8	1 2	1a	1.434	(C) Values (C) Mental health (C) Attitudes (V1) Self-worth (V1) Self-knowledge (V1) Security (V1) Predicting (V1) Relating
The student knows that the home is usually the major contributing factor in the development of values.	P I U H	G2 K8	6	1b		(C) Values (C) Family (C) Attitudes (V1) Self-knowledge (V1) Respect for others
The student knows that mores (e.g., ancestor worship, folk medicine) can develop from a set of values acquired through experience.	P I U H	K8	2		1.434	(C) Values (C) Cultural influences (C) Cultural values (V1) Social sensitivity (V1) Respect for other cultures
The student knows ways in which family, school, peers, and religious institutions affect personal values.	P I U H	K8	2 6		1.434	(C) Values (C) Attitudes (V1) Self-knowledge (V1) Respect for others (V1) Respect for cultural heritage (V1) Relating

1.0 Mental Health
1.6 Values

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.63 Importance of Specific Values to Mental Health						
The student knows that acceptance of moral values can contribute to mental and physical health.	P I U H	G2 K8	1 2	1a	1.434	(C) Values (C) Mental health (C) Physical health (V1) Security (V1) Self-worth (V1) Self-knowledge (V1) Weighing Costs & Benefits
The student knows the sources of tensions which affect mental and physical health including anxiety, conflict of values, suspicion and distrust.	I U H	K8	3	1b		(C) Values (C) Mental health (C) Physical health (V1) Self-knowledge

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1.0 Mental Health
1.6 Values
1.63 Importance of Specific Values to Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.631 Self-discipline						
The student knows the factors to be considered in making decisions concerning an individual's conforming to rules and/or acting independently (e.g., cost/benefit to self and to society, violation of personal values).	P I U H	K3	2 3	2b		(C) Interpersonal relations (C) Values (V1) Respect for others (V1) Societal concern (V1) Weighing Costs & Benefits
The student knows ways in which self-discipline helps an individual to adjust behavior and regulate emotions in a manner acceptable to himself and to society.	P I U H	K8	2 3	1c		(C) Values (C) Mental health (C) Socialization (V1) Social sensitivity (V1) Self-discipline (V1) Respect for others (V1) Responsibility
The student knows acceptable ways to release hostility and anxiety (e.g., sports, hobbies, work).	P I U H	K7	1 2 3	3c		(C) Values (C) Mental health (V1) Self-expression (V1) Self-respect (V1) Respect for others

1.0 Mental Health
1.6 Values
1.63 Importance of Specific Values to Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.632 Self Respect and Acceptance						
The student knows that self respect is built upon complex factors, including the concept of self in relation to "important others."	I U H	K3	1 2	1b	1.431 1.432	(C) Values (C) Mental health (V1) Self-knowledge (V1) Self-respect (V1) Self-worth (V1) Self estee
The student knows ways in which values contribute to personal fulfillment and happiness.	P I U H	K8	1 2	1a	1.434	(C) Values (C) Mental health (V1) Self-knowledge (V1) Weighing Costs & Benefits
The student knows how self respect is related to the ability to accept success, failure, and/or criticism.	P I U H	K8	1 2	1a	1.431	(C) Values (C) Self-concep (V1) Self-knowledge (V1) Self-respect (V1) Relating

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1.0 Mental Health
1.6 Values
1.63 Importance of Specific Values to Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.633 Respect for and Acceptance of Others						
The student knows ways in which respect, courtesy, sportsmanship and consideration contribute to interpersonal relations.	P I U H	K7 K8	2 3	1c	1.431	(C) Values (C) Interpersonal relations (V1) Considerateness (V1) Social sensitivity (V1) Social concern (V1) Self-worth (V1) Weighing Costs & Benefits
The student knows ways in which people differ according to their growth patterns, behavior and cultural backgrounds.	P I U H	K5	2 4		1.41 1.42	(C) Values (C) Culture (C) Cultural values (C) Environmental influences (V1) Social sensitivity (V1) Respect for others (V1) Social concern
The student is able to respect the rights and properties of others.	P I U H	P61 P62	2 3	1c	1.431	(C) Values (C) Interpersona relations (C) Rights (C) Law (C) Security (C) Social control (V1) Social sensitivity (V1) Respect for others (V1) Respect for law

1.0 Mental Health
1.6 Values
1.63 Importance of Specific Values to Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.633 Respect for and Acceptance of Others (Cont.)						
The student knows ways in which personal qualities relating to others (e.g., trust, faith, hope, love) help relieve anxieties and remove suspicions.	P I U H	K8	1 2 3	1a	1.434 1.8	(C) Values (C) Mental health (V1) Trust (V1) Faith (V1) Love

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1.0 Mental Health
1.6 Values

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.64 How Values Influence Decision Making						
The student knows factors which influence personal decisions (e.g., peer pressure, attitude, mental stability).	P I U H	K3	2 3	4a 4e 4g	1.433 1.734	(C) Values (C) Environmental influence (V1) Self-discipline (V1) Self-knowledge (V1) Weighing Costs & Benefits
The student knows many situations which require moral decisions concerning an individual's behavior (e.g., whether to give or withhold information, whether to adhere to facts, whether to violate one's principles in the face of ridicule).	P I U H	K6	2 3		1.433 1.434	(C) Values (V1) Self-respect (V1) Morality (V1) Judgment (V1) Responsibility (V1) Self-actualizatio (V1) Identifying
The student knows that differences in value systems among individuals can create problems in daily living (e.g., attitudes toward care of property, attitudes toward sexuality, attitudes toward laws).	P I U H	K8	2 3		2.6	(C) Values (C) Compromise (C) Social control (C) Law (V1) Social sensitivity (V1) Respect for views of others (V1) Considerateness

1.0 Mental Health
1.6 Values

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.64 How Values Influence Decision Making (Cont.)						
The student knows some of the serious consequences which can arise as the result of individual decisions that conflict with the interests, feelings, concerns and rights of others (e.g., legal repercussions, financial disaster, mental health problems).	I U H	K8	2 3	1c	1.433 1.53	(C) Values (C) Law (C) Rights (C) Interperson relations (V1) Societal co cern (V1) Respect for others (V1) Respect for law (V1) Morality, ethics (V1) Weighing Costs & Benefits

HEALTH

1.0 Mental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.7 Applying a Value System to Problems of Daily Living						
The student knows the location and use of print and non-print materials related to applying a value system to problems of daily living (e.g., card catalog: "Sex," "Sex Instruction," "Family," "Alcohol," "Narcotics," "Nutrition"; Reader's Guide: "Marriage," "Drug Use," "Sexual Ethics"; Area and Building Audio-Visual Catalogs: "Drug Use," "Sexual Behavior," "Interpersonal Relations").	P I U H	K6	2 8			(C) Resources. health (V1) Inquiry

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1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.71 Nutritional Choices						
The student knows that overweight can contribute to poor self-image.	P I U H	K3 K7 K8	2	1b	2.6	(C) Mental health (V1) Self-respect (V1) Self-esteem (V1) Self-knowledge
The student knows ways in which food selection and eating patterns serve psychological purposes as well as fill physiological needs.	P I U H	K8	2		2.6	(C) Nutrition (C) Mental health (V1) Self-discipline (V1) Self-respect (V1) Self-worth
The student knows that emotional predispositions and social group pressures affect eating patterns (e.g., compulsive eating to avoid facing personal problems, use of alcohol as an escape mechanism, etc.)	P I U H	K8	2		2.6	(C) Mental health (C) Environmental influences (C) Group pressure (V1) Self-knowledge (V1) Self-discipline
The student knows the differences between food fads and fallacies and diets based on scientific principles of nutrition.	I U H	K5	2 3			(C) Nutrition (V1) Self-discipline
The student knows the reasons why organizations such as Weight Watchers and TOPS can be effective for some people in controlling weight.	I U H	K8	2 8	2c	2.6	(C) Environmental influences (C) Mental health (C) Social control (V1) Self-respect (V1) Respect for others

1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.72 Consumer Buying						
The student knows that an individual's wants, in contrast to his needs, are often based on an emotional climate induced by outside pressures.	P I U H	K5 K8	2 3		1.433	(C) Cultural values (C) Group pressures (C) Environmental influences (V1) Self-discipline (V1) Self-knowledge
The student knows factors which influence consumer habits (e.g., advertising, peer group attitudes, family influences).	P I U H	K3 K8	2		1.433	(C) Environmenta influences (C) Cultural values (C) Group pressures (V1) Self-possession
The student knows that over-extended credit buying is a source of anxiety.	P I U H	K8	2			(C) Mental healt (V1) Self-discipline

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1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.731 Body Systems - Respiratory, Circulatory, Nervous (also refer to 2.43)						
The student knows the effects of various types of drugs on the body systems **including the circulatory, respiratory, and nervous systems.**	I U H	K8	2 4			(C) Physical health (V1) Self-esteem (V1) Self-worth (V1) Self-respect (V1) Self-discipline (V1) Weighing Costs & Benefits
The student knows the effects of tobacco use on the respiratory, circulatory and nervous systems.	I U H	K8	2 4			(C) Physical health (V1) Self-esteem (V1) Self-worth (V1) Self-respect (V1) Self-discipline (V1) Weighing Costs & Benefits
The student knows the effects of alcohol use on the functioning of the body systems.	I U H	K8	2 4			(C) Physical health (V1) Self-esteem (V1) Self-worth (V1) Self-respect (V1) Self-discipline (V1) Weighing Costs & Benefits

HEALTH

1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.732 Nature of Drugs						
The student knows substances commonly thought of as drugs (alcohol, barbiturates, etc.)	P I U H	K2 K5	2			
The student knows the constituents of tobacco and its many by-products (e.g., tar, nicotine, methyl alcohol, polonium-210, carbon monoxide).	I U H	K3	2			(C) Physical health
The student knows that alcoholic beverages are derived from fermented fruits, grains, vegetables.	I U H	K3	2			
The student knows that forms of alcohol other than ethyl, which is found in most alcohol beverages, are extremely dangerous to health, even when consumed in small amounts.	I U H	K3 K8	2			(C) Physical health

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1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.733 Use of Drugs						
The student knows the differences between the use, misuse and abuse of drugs, including alcohol and tobacco (including factors such as intention, moderation, etc.)	P I U H	K5	2 3			(C) Physical health (V1) Self-discipline (V1) Self-esteem (V1) Self-respect (V1) Discriminating
The student knows reasons why individuals misuse and/or abuse drugs or alcohol.	P I U H	K7	2	1a		(C) Mental health (C) Health precautions (C) Values (V1) Self-respect (V1) Responsibility (V1) Self-discipline (V1) Self-knowledge
The student knows reasons why individuals refrain from drinking: family influences, religious precepts, health considerations, financial reasons.	I U H	K8	2		1.631	(C) Health precautions (V1) Self-discipline (V1) Self-knowledge (V1) Responsibility (V1) Weighing of Costs & Benefits

1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.733 Use of Drugs (Cont.)						
The student knows major health problems which are aggravated by use of alcohol, tobacco and drugs (e.g., cancer, heart disease, liver disease, mental problems)	I U H	K8	2 7	4b		(C) Physical health (C) Mental health (V1) Responsibility (V1) Self-discipline (V1) Self-respect (V1) Weighing of Costs & Benefits
The student knows basic facts about detrimental effects of tobacco: cigarette smokers have a higher mortality rate than non-smokers, no method of treating tobacco or filtering the smoke has been effective in removing all hazardous materials, cigarette smoke can be hazardous to non-smokers, etc.	I U H	K3	2			(C) Physical health (V1) Responsibility (V1) Self-discipline (V1) Self-respect (V1) Weighing Costs & Benefits
The student knows reasons individuals smoke or refrain from smoking (e.g., diverse psychological and/or sociological needs, peer pressure, pleasure, relaxation).	P I U H	K8	2			(C) Mental health (C) Group pressures (C) Environmenta influences (V1) Self-respect (V1) Self-discipline (V1) Relating
The student knows those agencies which disseminate information about smoking and provide money for research relating to the hazards of tobacco (American Cancer Society; American Heart Association, National Tuberculosis & Respiratory Disease Association) and their local affiliates.	I U H	K1 K6 K7	2		1.737	(C) Resources, community

1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.733 Use of Drugs (Cont.)						
The student knows ways in which alcohol may be used beneficially (e.g., socially, medically, as an antiseptic, as a preservative, as an ingredient in flavoring)	I U H	K7	2		2.68	
The student knows that many drugs, when used as prescribed or recommended by a physician, are beneficial.	P I U H	K3	2			(C) Physical health
The student knows major societal benefits that result from drugs (e.g., prevention of epidemics, premature deaths, relief of pain).	I U H	K8	2			(C) Physical health
The student knows that proper administration of beneficial drugs is prescribed and directed by doctors.	P I U H	K7	2	4d		(C) Physical health
The student knows the principal ways drugs are applied, including swallowing pills or liquid, applying substances to the skin, injecting substances into tissue or blood stream, and inhaling substances.	P I U H	K3 K7	2			(C) Physical health
The student knows the reasons why drugs are misused (e.g., curiosity, carelessness, haste, desire to save money, desire to reduce discomfort, unconscious desire for self-destruction).	P I U H	K7 K8	2 3 5			(C) Physical health (V1) Responsibility
The student knows methods of discouraging illegal drug suppliers (e.g., refusing drugs offered, avoiding association with pushers, reporting pushers to persons in authority).	P I U H	K7	2 3			(C) Physical health (C) Social control (V1) Self-discipline (V1) Responsibility

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1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.733 Use of Drugs (Cont.)						
The student knows ways in which individuals can be influential in the control of drug usage (e.g., reporting suspicious individuals, drug users, and locations where drugs are used).	P I U H	K7	2 3			(C) Physical health (C) Social control (V1) Self-discipline (V1) Responsibility
The student knows the historical background, characteristics and scope of the drug abuse problem.	I U H	K3 K4	2 7			(C) Physical health (C) Mental health

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1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.734 Effect of Drugs on the Body and Mind						
The student knows that a drug is any chemical which affects components of living tissue.	I U H	K2	2			(C) Physical health
The student knows the results and sources of authoritative research concerning the effects of tobacco use on the body.	I U H	K3	2 8			(C) Physical health (V1) Responsibility (V1) Self-respect (V1) Weighing Costs & Benefits
The student knows the ways body processes are affected by smoking (e.g., respiration rate is increased, tar residues irritate and stimulate coughing which becomes chronic, heart rate and blood pressure increase).	P I U H	K8	2			(C) Physical health (V1) Self-discipline (V1) Weighing Costs & Benefits
The student knows that use of tobacco produces in pregnant women a tendency toward smaller and/or premature babies or loss of fetus.	P I U H	K8	2			(C) Physical health (V1) Responsibility (V1) Weighing Costs & Benefits
The student knows the long-range adverse effects of tobacco on the body and mind (e.g., changes in cardio-vascular system, changes in cell structure, dysfunctioning of the respiratory system and psychological dependence).	I U H	K3 K8	2			(C) Physical health (C) Mental health (V1) Self-respect (V1) Self-discipline (V1) Weighing Costs & Benefits

1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.734 Effect of Drugs on the Body and Mind (Cont.)						
The student knows ways that smoking can affect the performance of an athlete (e.g., interferes with his ability to take in and utilize oxygen, constricts surface arteries).	P I U H	K8	2	4d		(C) Health precautions (C) Physical health (V1) Self-discipline (V1) Responsibility (V1) Weighing Costs & Benefits
The student knows that there is a high statistical correlation between the use of tobacco and higher mortality as a result of lung cancer, bronchitis, emphysema, coronary disease and strokes.	I U H	K8	2			(C) Physical health (V1) Self-respect (V1) Social concern (V1) Weighing Costs & Benefits
The student knows factors which influence reaction to alcohol (e.g., body size, metabolism, state of physical and emotional health, food in body).	I U H	K3 K8	2			(C) Physical health (V1) Responsibility
The student knows physical ill effects of excessive consumption of alcohol (e.g., malnutrition, damage to vital organs, death).	I U H	K8	2	4d	1.71 2.67	(C) Physical health (V1) Responsibility (V1) Self-discipline (V1) Weighing Costs & Benefits

1.0 Mental Health
1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.734 Effect of Drugs on the Body and Mind (Cont.)						
The student knows ways alcohol affects the mind (e.g., removes inhibitions, slows reaction time, impairs judgment).	I U H	K3 K8	2	4d	2.42	(C) Physical health (C) Mental health (V1) Responsibility (V1) Self-respect (V1) Weighing Costs & Benefits
The student knows general physiological and psychological effects of drugs (e.g., dependency, loss of mental functions).	I U H	K8	2	4d		(C) Physical health (C) Mental health (V1) Responsibility (V1) Self-discipline (V1) Weighing Costs & Benefits
The student knows factors which influence reaction to drugs (e.g., body size, metabolism, state of physical and mental health, tolerance).	I U H	K5 K8	2 3			(C) Physical health (C) Mental health
The student knows that the primary effects of a drug on an individual are changes in body chemistry and/or mood and behavior.	I U H	K8	2			(C) Physical health (V1) Responsibility (V1) Self-discipline
The student knows dangers resulting from the use of combinations of drugs.	P I U H	K8	2			(C) Physical health (V1) Responsibility

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1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Contents Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.734 Effect of Drugs on the Body and Mind (Cont.)						
The student knows that malaria, hepatitis, and blood poisoning are among the diseases which can occur when injecting drugs with unsterile needles.	I U H	K8	2 3 5			(C) Health p cautions (C) Physical health
The student knows the injurious or damaging effects resulting from drug abuse, including mind-damaging effects of methamphetamine and hallucinogens, which have resulted in an increased number of referrals to mental institutions.	P I U H	K8	2			(C) Physical health (C) Mental health (V1) Self-res (V1) Responsi ity (V1) Weighing Costs & Benefits

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1.7 Applying a Value System to Problems of Daily Living
1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.735 Laws and Regulations Relating to Drugs						
The student knows the various state, local and federal laws and regulations concerning the sale and use of tobacco products and the reasons for their existence.	I U H	K2	2		1.738	(C) Social control (C) Law (V1) Respect for law (V1) Weighing Costs & Benefits
The student knows laws governing the use of alcohol and their reasons for existence.	I U H	K2 K9	2	4d	3.8	(C) Social control (C) Law (V1) Respect for law (V1) Weighing Costs & Benefits
The student knows laws and regulations governing sale of alcohol and the reasons they exist.	I U H	K2	2	4d	3.8	(C) Social control (C) Law (V1) Respect for law (V1) Weighing Costs & Benefits
The student knows tests given by police to determine level of intoxication (e.g., blood, breath tests, motor skill tests).	U H	K2 K7	2	4d		(V1) Responsibility
The student knows the principal laws relating to the regulation of prescription and non-prescription drugs, dangerous drugs and narcotics, and the reasons for their existence.	U H	K2 K9	2	4d		(C) Social control (C) Law (V1) Respect for law

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.736 Social and Economic Problems Resulting from Drug Use						
The student knows that the use of alcohol, tobacco and drugs results in socio-economic problems such as accidents, financial loss, crime, loss of efficiency and productive man-hours.	I U H	K8	2 8	4d		(C) Resources (C) Productivity (V1) Social sensitivity (V1) Responsibility (V1) Social concern (V1) Weighing Costs & Benefits
The student knows personal and family economic problems related to excessive use of alcohol beverages, including (1) loss of employment, (2) economic deprivation, (3) dependence upon welfare, (4) expenses incurred as a result of automobile accidents.	I U H	K8	2	4d	1.433	(C) Economics (V1) Self-respect (V1) Social sensitivity (V1) Respect for others (V1) Social concern (V1) Weighing Costs & Benefits
The student knows social problems relating to tobacco use and interpersonal relationships, including smokers being offensive to non-smokers.	I U H	K3 K8	2	1c		(C) Interpersonal relations (V1) Social sensitivity (V1) Respect for others (V1) Predicting
The student knows reasons for the difficulty of curtailing the manufacture and distribution of tobacco products (e.g., number of people employed in tobacco and related industry, contribution of the industry to taxes, influence of government tobacco lobbyists).	I U H	K8	2 7			(C) Economics (C) Conflict (C) Compromise (V1) Respect for others

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1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.736 Social and Economic Problems Resulting from Drug Use (Cont.)						
The student knows ways in which alcoholism can create social problems (e.g., changing self-image, social stigmas, weakened family structure, divorce, injury and death).	I U H	K8	2	1a 1b 1c	1.431	(V1) Social sensitivity (V1) Responsibility (V1) Social concern (V1) Weighing Costs & Benefits
The student knows some of the social effects of drug use including change in individual's self-concept and reaction of family and peers.	I U H	K8	2			(V1) Social sensitivity (V1) Self-respect (V1) Respect for others (V1) Weighing Costs & Benefits

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1.73 Drug Use (tobacco, alcohol, drugs)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.737 Treatment of Drug Users						
The student knows why smoking is a difficult habit to break (e.g., addictive quality, conviviality).	I U H	K3 K8	2			(C) Physical health (V1) Self-discipline
The student knows ways in which the community copes with problems created by use of alcohol (e.g., attempts at rehabilitation, public information).	I U H	K7	2 7	2c	3.6	(C) Resources (C) Community (V1) Social sensitivity (V1) Social concern
The student knows community agencies whose services are available to problem drinkers and their families (e.g., Alcoholics Anonymous, Alanon, Salvation Army, Church Missions, Alcoholic Treatment Center, public health departments).	I U H	K7	2 8	2c	3.6	(C) Resources (C) Community
The student knows how the treatment of alcoholism is changing (e.g., alcoholism is now recognized as an illness, instead of a crime; like all illnesses, alcoholism is amenable to treatment).	U H	K7	2	1a	2.3 3.6	(V1) Social sensitivity (V1) Social concern
The student knows that certain local organizations provide clinics for individuals who desire to stop smoking (e.g., Tuberculosis and Respiratory Disease Association, religious organizations, public health departments).	I U H	K7	2	2c		(C) Resources (C) Community
The student knows governmental and private organizations that deal with drug problems.	U H	K7	7 8	2c		(C) Resources (C) Community
The student knows the common ways of treating persons dependent upon drugs: compulsory hospitalization, voluntary treatment, outpatient treatment.	I U H	K7	2 7	2c		(C) Resources (C) Community (V1) Social concern

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.737 Treatment of Drug Users (Cont.)						
The student knows the philosophy underlying various types of treatment and rehabilitation programs for drug dependent persons, including the federal hospitalization programs, methadone maintenance programs, cyclazocine narcotic antagonist programs, therapeutic communities and religious programs.	I U H	K3	7	2c		(C) Health (C) Resources (C) Community (V1) Social concern

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.738 Analysis of Drug Advertising						
The student knows some of the ways cigarette advertising contributes to the problem of tobacco use (e.g., inaccuracy of advertising, desirable representation of smoking).	P I U H	K8	2 8			(C) Communication (C) Propaganda (V1) Responsibility (V1) Truthfulness
The student knows how advertising is used to influence the purchase of alcoholic beverages (e.g., appeals to prestige; masculinity; gentility).	I U H	K3 K8	2 8		1.72	(C) Communication (C) Propaganda (V1) Responsibility (V1) Truthfulness
The student knows the impact that television commercials have had on the purchase of over-the-counter drugs and drug products.	I U H	K8	2 8 9			(C) Communication
The student is able to analyze alcohol, tobacco and drug advertising for such qualities as subtle inferences, scientific accuracy and emotional appeal.	U H	P43 P45	2 8			(C) Communication (C) Propaganda (V1) Responsibility (V1) Truthfulness

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.739 Alternatives to Drug Usage						
The student knows that a positive self-image can be a factor in finding alternatives to the abuse of tobacco, drugs, alcohol, etc.	P I U H	K7	2 3	1a 1b		(V1) Self-discipline (V1) Responsibility (V1) Self-respect (V1) Self-image
The student knows ways of avoiding drug abuse: making one's own decisions, developing friendships, seeking constructive recreational outlets, participating in school and community activities, volunteering for service.	P I U H	K7	2 3	1a 1b		(V1) Responsibility (V1) Self-respect (V1) Self-discipline (V1) Social concern

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1.7 Applying a Value System to Problems of Daily Living
1.74 Interpersonal Relationships

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.741 Body Systems - Endocrine and Reproductive (also refer to 2.43)						
The student knows how the functioning of the reproductive system is interrelated with the functioning of the endocrine system.	I U H	K7	2 4 6			(C) Reproduction (V1) Self-knowledge
The student knows the functioning of the endocrine glands during puberty, pregnancy and menopause.	I U H	K7	2 4 6			(C) Reproduction (C) Maturation (C) Aging (C) Life cycle (V1) Self-knowledge

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1.7 Applying a Value System to Problems of Daily Living
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
1.742 Changing Sex Roles						
The student knows how the roles of male and female vary among different societies and cultures throughout the world.	I U H	K5	2 6	1b 4b 6a		(C) Cultural values (C) Sex roles (V1) Respect for other cultures
The student knows role expectations of boys, girls, men and women in our society.	U H	K3 K6		1b 4b 6a		(C) Cultural values (C) Sex roles (V1) Respect for others (V1) Social sensitivity
The student knows ways in which sex roles in the U. S. are changing, especially in relation to choice of vocation. responsibilities assumed by men and women.	I U H	K7 K8	2 6	1b 4b 6a		(C) Interpersonal relations (C) Sex roles (V1) Social sensitivity (V1) Respect for others (V1) Equality of opportunity
The student knows how clothing and hair style have differed during various periods of history as means of sexual identification.	P I U H	K3 K8	2 6			(C) Sex roles (C) Cultural values
The student knows that housekeeping and caring for children are no longer considered to be the sole responsibility of women.	P I U H	K3 K4	2 6	1b 4b 6a		(C) Equality (C) Sex roles (C) Cultural values (V1) Individuality (V1) Equality of opportunity (V1) Equality of rights

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1.74 Interpersonal Relationships

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.742 Changing Sex Roles (Cont.)						
The student knows that concepts of masculinity and femininity are developed through many influences, including an individual's self-concept, influences of family and friends, and role expectations.	I U H	K7 K8	4	1a 1b 1c		(C) Self-concept (C) Sex roles (C) Cultural values (V1) Social sensitivity (V1) Self-knowledge

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.743 Friendships						
The student knows the role friendship plays in the development of an individual's self-concept (e.g., a good friend can be a soundingboard for developing ideas; having a good friend indicates one is valued; a good friend provides emotional security).	P I U H	K8	1 2 3	1a 1b 1c 4e	1.431 1.63	(C) Interpersonal relations (V1) Friendship (V1) Security (V1) Self-knowledge (V1) Loyalty (V1) Love
The student is able to make and keep friends (e.g., is willing to share, to accept new persons, play without conflict, take turns, play with everyone, etc.)	P I	P62 P63 P64 P65	1 2	1a 1b 1c 4e 5a	1.6	(C) Interpersonal relations (V1) Cooperation (V1) Respect for others (V1) Loyalty (V1) Love (V1) Friendship
The student knows ways in which rejection by his peers can affect a child's behavior and social development.	I U H	K8	1 2		1.433	(C) Interpersonal relations (V1) Social sensitivity (V1) Social concern (V1) Responsibility (V1) Respect for others
The student knows qualities which make a person a good friend (e.g., compassion, loyalty, dependability, honesty).	P I U H	K3	1 2 3	1a 1b		(C) Self-concept (C) Interpersonal relations (V1) Social sensitivity (V1) Self-knowledge (V1) Friendship
The student knows ways in which friends can influence one's behavior beneficially and harmfully.	P I U H	K8	1 2 3	1a 1b 1c		(C) Interpersonal relations (V1) Responsibility (V1) Judgment

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.743 Friendships (Cont.)						
The student knows ways in which boys and girls can share values and interests in social experiences.	P I U H	K3 K7	1 2 3	1a 1b		(C) Interpersonal relations (V1) Social sensitivity
The student knows ways in which an individual shows respect for another's need for privacy.	P I U H	K7	1 2 3	1a 1b		(C) Interpersonal relations (C) Rights (V1) Social sensitivity (V1) Responsibility (V1) Respect for others (V1) Social concern

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.744 Dating						
The student knows factors which influence readiness for dating (e.g., age, social mores, parental standards, degree of maturity).	I U H	K3 K8	2 6		1.432	(C) Interpersonal relations (C) Cultural values (V1) Self-knowledge
The student knows reasons for dating, such as status, recreation, friendship and preparation for marriage.	I U H	K3	2 3			(C) Interpersonal relations (V1) Social sensitivity (V1) Self-knowledge
The student knows factors relating to dress and grooming which are appropriate in dating.	I U H	K3 K8	2		1.42 1.55 2.52	(C) Interpersonal relations (V1) Respect for others (V1) Social sensitivity
The student knows ways in which dating partners can show respect and consideration for each other.	I U H	K2	2 6	1a 1b	1.432	(C) Interpersonal relations (V1) Social sensitivity (V1) Respect for others
The student knows benefits of dating (e.g., enjoyment, companionship, gaining social competence, extended relationships, love).	U H	K8	2 3 6		1.432	(C) Interpersonal relations (V1) Self-knowledge (V1) Friendship (V1) Love (V1) Self-confidence (V1) Judgment

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.744 Dating (Cont.)						
The student knows complications which can arise from dating (e.g., parental concern, expense, transportation, reputation).	I U H	K8	2 3		1.432	(C) Interpersonal relations (V1) Social sensitivity (V1) Respect for others (V1) Judgment
The student knows that personal standards and values affect one's decisions about sexual behavior in dating situations.	U H	K8	2 3		1.432	(C) Values (C) Interpersonal relations (V1) Self-knowledge (V1) Responsibility
The student knows how the "double standard" relating to sexual practices can influence dating behavior of both girls and boys.	U H	K8	2 6			(C) Interpersonal relations (C) Societal values (C) Values (V1) Social sensitivity (V1) Respect for others
The student knows harmful effects of exploitation of individuals in a sexual relationship.	U H	K8	2	1a 1b		(C) Interpersonal relations (C) Relations, human (C) Exploitation (V1) Respect for others (V1) Social sensitivity (V1) Responsibility (V1) Predicting

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.744 Dating (Cont.)						
The student knows ways of coping with problems which arise when a person's date becomes overly sexually aroused.	U H	K7	2 3 6	1a 1b		(C) Interpersonal relations (V1) Respect for others (V1) Self-discipline (V1) Thoughtfulness (V1) Consideration
The student knows that when premarital sexual behavior does not conform to a person's personal and religious beliefs and commitments, psychological damage can result.	U H	K8	1 3 6	1a 1b		(C) Interpersonal relations (C) Mental health (V1) Self-knowledge (V1) Respect for others (V1) Responsibility (V1) Thoughtfulness
The student knows the role which dating plays in the eventual selection of a marriage partner and in preparation for marriage.	U H	K3 K8	2 3 6	1a 1b	1.432	(C) Interpersonal relations (V1) Self-knowledge (V1) Respect for others
The student knows advantages and disadvantages of steady dating.	I U H	K3	2 3 6		1.432	(C) Interpersonal relations (V1) Judgment (V1) Weighing Costs & Benefits

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1.744 Dating (Cont.)						
The student knows that an engagement is a commitment to marriage that is usually fulfilled.	H	G2 K2	2 6			(C) Interpersonal relations (V1) Social sensitivity (V1) Responsibility (V1) Respect for others
The student knows the role of the engagement period (e.g., a time for exploring compatibility and financial stability, setting goals).	H	K7	2 6	1a 1b		(C) Interpersonal relations (C) Cultural values (C) Mores (V1) Social sensitivity
The student knows that a broken engagement is preferable to a broken marriage.	H	G2 K8	2 6			(C) Cultural values (C) Values

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1.745 Marriage						
The student knows those criteria that represent mature bases for deciding to marry (i.e., those that have in society's experience proved likely to predict success or lack of success in marriage).	U H	K5	2 3 6	1a 1b	1.432	(C) Interpersonal relations (V1) Judgment (V1) Responsibility
The student knows principal factors to be considered in the selection of a marriage partner, including compatability, education, family background, and religion.	H	K3 K9	2 6	1a 1b	1.432	(C) Interpersonal relations (V1) Judgment (V1) Responsibility
The student knows reasons for considering hereditary health conditions in family background before deciding to marry.	H	K8	2 6		1.41	(C) Heredity (V1) Responsibility
The student knows the benefits of educational preparation for marriage and family planning.	H	K3	2 6			(C) Interpersonal relations (V1) Responsibility (V1) Social concern
The student knows the purpose of the premarital medical examination.	H	K7	2 6			(C) Interpersonal relations (C) Health (V1) Responsibility
The student knows reasons that a large percentage of teenage marriages end in failure.	H	K4 K8	2 6			(C) Interpersonal relations (C) Maturity (V1) Judgment
The student knows the important responsibilities that men and women undertake when they marry, such as financial, social, sexual, parental.	H	K3 K8	2 6		1.54 1.55	(C) Family Institutions (C) Societal values (V1) Responsibility (V1) Judgment (V1) Social concern

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1.745 Marriage (Cont.)						
The student knows ways that effective communication between a husband and wife contributes to the success of a marriage (e.g., understanding each other's desires, concerns, likes, and dislikes).	H	K7 K8	2 6	1a 1b		(C) Interpersonal relations (C) Family (C) Communication (V1) Respect for others (V1) Thoughtfulness (V1) Sensitivity (V1) Acquiring information
The student knows ways in which an individual can help meet the physiological and psychological needs of the mate.	H	K3 K7	2 6	1a 1b		(C) Interpersonal relations (V1) Respect for others (V1) Selflessness (V1) Social sensitivity (V1) Love
The student knows sources of friction which can be expected to occur occasionally in most marriages (e.g., irresponsible behavior, differences in interests which call for compromise).	H	K3 K7	2 6	1a 1b	1.633	(C) Family conflict (C) Compromise (V1) Respect for others (V1) Sensitivity (V1) Tolerance (V1) Thoughtfulness (V1) Cooperation
The student knows potential sources of conflict in marriage such as money, religion, responsibilities, employment, relatives, child rearing, sexual incompatability, alcohol or drug abuse.	U H	K8	2 6	1a 1b		(C) Family (V1) Responsibility (V1) Judgment (V1) Respect for others (V1) Thoughtfulness (V1) Cooperation

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1.745 Marriage (Cont.)						
The student knows reasons for married couples establishing guidelines by which they can handle the routine of daily living in a way that is satisfactory to both partners.	H	K7	2 6			(C) Family (V1) Responsibility (V1) Respect for others (V1) Cooperation
The student knows ways in which premarital and extramarital sexual experiences can affect a marriage relationship.	H	K8	2 6	1a 1b		(C) Interpersonal relations (C) Mental health (V1) Responsibility (V1) Consideration (V1) Respect for others (V1) Thoughtfulness (V1) Judgment
The student knows that effective communication between husband and wife is one basis for the solution of marital problems.	H	K7 K8	2 6	1a 1b		(C) Interpersonal relations (C) Communication (V1) Respect for views of others
The student knows reasons why some marriages survive without love (consideration for needs and feelings of children, need for security, financial problems of separation, religious convictions, etc.).	H	K3 K4 K8	2 6			(C) Interpersonal relations (V1) Social sensitivity

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1.745 Marriage (Cont.)						
The student knows alternate life styles which are practiced in society (e.g., common law marriage, trial marriage, group marriages, communal living).	U H	K3	2 6	1a 1b		(C) Interpersonal relations (C) Cultural values (V1) Individuality (V1) Freedom (V1) Tolerance (V1) Respect for views of others
The student knows why some individuals never marry.	H	K8	2 6	1a 1b		(C) Interpersonal relations (V1) Social sensitivity
The student knows that individuals who do not marry can have satisfying, productive lives.	U H	G2 K7		1a 1b		(C) Interpersonal relations (C) Mental health (V1) Social sensitivity (V1) Self-knowledge (V1) Self-worth

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1.746 Family Planning						
The student knows the hazards involved in illegal abortions.	U H	K3	2 5			(C) Physical health (C) Reproduction (V1) Judgment (V1) Weighing Costs & Benefits
The student knows the reasons for and steps taken to legalize abortion.	H	K4	2 6			(C) Social control (C) Rights (C) Reproduction (V1) Social concern
The student knows the laws relating to abortion.	H	K2	2 6			(C) Social control (C) Law (C) Reproduction (V1) Social concern
The student knows the kinds of problems the unwed mother faces as an individual and as a member of the family and society.	U H	K8	2 6	1a 1b 4b	1.747	(C) Interpersonal relations (C) Cultural values (V1) Social sensitivity (V1) Sensitivity (V1) Judgment (V1) Considerateness (V1) Weighing Costs & Benefits
The student knows ways in which society provides help for unwed mothers.	U H	K7	2 6	2c		(C) Law (C) Cultural values (V1) Social concern

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1.746 Family Planning (Cont.)						
The student knows that unwed pregnant girls have a choice of alternatives, including whether to bear or abort the baby, whether to keep the baby or offer for adoption.	U H	K7	2 6			(C) Legitimacy (C) Security (C) Reproduction (V1) Judgment (V1) Decision-making
The student knows that many unwed mothers continue their education, find employment and lead constructive, satisfying lives.	U H	K3	2 6			(C) Legitimacy (C) Security (C) Reproduction (V1) Responsibility
The student knows intentional and unintentional reasons why some married couples do not have children.	U H	K7	2 6			(C) Family (C) Reproduction (V1) Social sensitivity
The student knows some of the ways in which infertility can be dealt with (e.g., use of drugs, counseling, surgery).	U H	K7 K8	2 4			(C) Family (C) Reproduction (V1) Judgment
The student knows ways in which family planning is affected by sterility, miscarriage, abortion, birth defects, and adoption.	U H	K3 K8	2		2.43	(C) Family (V1) Responsibility
The student knows the function of types of birth control measures (e.g., contraceptive drugs, intrauterine devices, cervical caps, condoms, rhythm method, sterilization techniques).	U H	K3 K5	2 3		2.43	(C) Family (C) Reproduction (V1) Responsibility (V1) Judgment
The student knows some of the potential consequences of artificial insemination (e.g., legal, moral, health, adjustment).	U H	K3 K8	2		2.43	(C) Reproduction (V1) Responsibility (V1) Weighing Costs & Benefits

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1.746 Family Planning (Cont.)						
The student knows that parenthood is a responsibility involving provisions for the children's physical and psychological needs and for development of their moral values.	U H	G2 K3	2 6	6d		(C) Family (V1) Responsibility
The student knows how individuals are responsible to themselves, to their children, and to society for the number of offspring they produce.	U H	K8	2 6	2c 6d		(C) Family (C) Society (V1) Responsibility (V1) Social concern
The student knows the kinds of marital adjustments necessary to prepare married couples for parenthood (e.g., have learned to share responsibilities, manage finances and resolve conflict).	H	K3	2 6			(C) Family (C) Compromise (V1) Cooperation (V1) Respect for others (V1) Thoughtfulness (V1) Responsibility

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1.747 Pregnancy and Birth						
The student knows that individuals have two biologic parents.	P	G2 K8	1 6			(C) Family (C) Reproduction
The student knows how conception takes place.	P I U H	K7	6			(C) Reproduction
The student knows that the genetic characteristics of an individual are established at the time of conception.	U H	K3	2 6			(C) Human growth and development (C) Reproduction
The student knows signs which may indicate pregnancy including cessation of menstrual flow, morning sickness, positive laboratory tests.	U H	K3	2 4			(C) Human growth and development
The student knows that the fertilized egg develops into a baby inside the mother's body.	P I	K4	2 4 6			(C) Human growth and development (C) Reproduction
The student knows the stages which a fertilized egg passes through before it becomes a fully developed baby ready to be born: zygote, embryo, fetus.	U H	K4	2 4 6			(C) Human growth and development (C) Reproduction
The student knows the role of the doctor in pregnancy.	U H	K7	2	2c 4a 4d		(C) Health
The student knows ways in which prenatal care affects the health of the newborn child.	U H	K8	2			(C) Human growth and development (C) Health (V1) Responsibility
The student knows that prenatal development is dependent upon many things including amniotic fluid, placenta, mother's health.	U H	K8	2 4		2.45	(C) Human growth and development (C) Reproduction

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1.747 Pregnancy and Birth (Cont.)						
The student knows ways in which the husband can contribute to the wife's physical and mental well-being during pregnancy.	H	K7	2 6			(C) Interpersonal relations (C) Mental health (C) Physical health (V1) Responsibility (V1) Respect for others (V1) Considerateness
The student knows some of the complications which may arise in pregnancy (e.g. R.H. factor; toxemia; miscarriage).	U H	K8	2 4 6	2c		(C) Physical health (C) Reproduction
The student knows the three stages of the birth process: (1) labor - uterine muscular contractions and gradual opening of the cervix; (2) delivery - birth of baby; (3) afterbirth - expulsion of placenta.	U H	K4	2 4 6			(C) Human growth and development (C) Reproduction
The student knows the developmental stages of multiple births, including conception, cellular division, intrauterine growth, delivery.	P I U H	K4	2 4 6			(C) Human growth and development (C) Reproduction
The student knows ways in which childbirth can be complicated, including breech birth, multiple birth, Caesarean birth.	U H	K3	2 4 6			(C) Reproduction (C) Physical health
The student knows ways in which newborn babies are fed.	P	K7	2 4 6			(C) Nutrition (C) Emotional needs

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1.748 Family Life						
The student knows effects of societal influences and changes on the family and of the changes in the family on society.	P I U H	K4	6			(C) Family (C) Social chang (C) Cultural change (V1) Respect for cultural heritage (V1) Social concern
The student knows the types of family structures which can be found in the U.S today: one-parent families, children living with someone other than their parents, families with no children, communal groups.	P I U H	K4 K5	6			(C) Family
The student knows ways in which family structures differ in other cultures.	P I U H	K3 K5				(C) Family (V1) Respect for other cultures
The student knows the purposes served by the family to individuals and to the community.	P I U H	K3 K7	6			(C) Family (V1) Security (V1) Love (V1) Social concern (V1) Education (V1) Responsibility
The student knows the roles filled by various family members (e.g., financial provider, home maintainer, helpers).	P I	K3	2 6	2a		(C) Family (C) Interpersonal relations (V1) Cooperation (V1) Thoughtfulness (V1) Respect for others (V1) Responsibility

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1.748 Family Life (Cont.)						
The student knows ways in which families vary their approaches to aspects of family living such as discipline, parental controls, customs, expressions of love.	P I U H	K3	2 6			(C) Family (V1) Social sensitivity (V1) Respect for others
The student knows ways in which expressions of affection and respect within a family contribute to the mental well-being of family members.	P I U H	K8	1 2 6	1a 1b	1.63 1.633	(C) Family (C) Mental health (C) Communicatio (V1) Respect for others (V1) Thoughtfulness (V1) Considerateness (V1) Responsibility
The student knows the role which grandparents and other relatives can play in a child's life (e.g., provide security, love, education).	P I U H	K3 K8	2 6	1b		(C) Family life (V1) Respect for others (V1) Love
The student knows that moral and spiritual values learned in the home provide a basis for decision-making.	I U H	K8	2 6	1a 1b 3b		(C) Family life (V1) Responsibility (V1) Education (V1) Decision-making
The student knows responsibility of parents in helping their children develop self-discipline.	U H	K3	2 6			(C) Family life (V1) Education (V1) Responsibility (V1) Self-discipline

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1.748 Family Life (Cont.)						
The student knows that discussing problems and concerns with family members can bring about understanding and aid in problem-solving.	P I U H	K8	2 6	1a 1b		(C) Family life (C) Communicatio (V1) Respect for others (V1) Considerateness (V1) Thoughtfulness (V1) Cooperation (V1) Acquiring information
The student knows that effective communication among family members concerning sexuality can lead to personal understanding and understanding of the feelings of others.	I U H	K8	2 6	1a 1b		(C) Interpersonal relations (C) Communicatio (V1) Respect for others (V2) Acquiring information
The student knows that parents, as well as children, have emotional needs (e.g., respect, freedom from unnecessary worry, love from offspring).	P I U H	K3	2 6	1a 1b 1c		(C) Family (V1) Respect for others (V1) Considerateness
The student knows socio-economic problems which are created for a family as the family size increases (e.g., financial, child care, personal relationships, housing).	U H	K8	2 6	1b 2a 2c		(C) Family (V1) Responsibility (V1) Cooperation (V1) Considerateness (V1) Thoughtfulness (V1) Weighing Costs & Benefits

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1.748 Family Life (Cont.)						
The student knows kinds of crises which require adjustments by family members, such as father losing job; loss of a parent due to separation, divorce, desertion, or death; illness of family member; serious conflict between husband and wife or parents and children; alcoholism.	I U H	K3 K8	2 6	1a 4c 4c		(C) Family (C) Adaptation (V1) Courage
The student knows the kinds of problems which arise and the adjustments which family members must make as adolescents attempt to gain their independence.	I U H	K3 K4 K6 K7	2 6			(C) Human growth and development (V1) Social sensitivity
The student knows the ways in which a woman's first and succeeding pregnancies can bring about changes in family relationships.	I U H	K3 K8	2 6			(C) Family life (C) Adaptation
The student knows that menopause is a natural phase in a woman's life during which menstrual periods become irregular and eventually cease and the ovaries no longer release egg cells.	I U H	K2 K7	2 4			(C) Reproduction (C) Aging (C) Life cycle
The student knows that compassion and understanding on the part of husband and children can contribute to a woman's emotional health during the period of menopause.	U H	K7	2 6	1b		(C) Family (V1) Thoughtfulness (V1) Considerateness (V1) Loyalty
The student knows that many women experience physical discomforts and psychological effects during menopause which may put a strain on family relationships.	I U H	K3 K8	2 6		1.741	(C) Family (V1) Thoughtfulness (V1) Considerateness (V1) Tolerance

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1.748 Family Life (Cont.)						
The student knows that the physical discomforts associated with menopause can often be alleviated by medical treatment.	U H	K7	2 4	2c		(C) Life cycle
The student knows that some men go through a period of emotional adjustment during their middle years which some psychologists call the male climacteric.	U H	K3	2 4			(C) Aging (C) Life cycle (C) Mental health
The student knows problems commonly caused by divorce for the couple and children involved.	I U H	K8	2 6			(C) Family (V1) Social sensitivity (V1) Responsibility
The student knows ways in which the adjustment problems of a widow or widower can be aided.	U H	K7	2 6	1b		(C) Family (V1) Social sensitivity (V1) Social concern
The student knows special problems faced by a single parent in providing for the emotional and financial needs of the individual members of the family.	U H	K7	2 6	1b 2c		(C) Family (V1) Social sensitivity (V1) Social concern
The student knows sources of help for coping with family problems, such as religious adviser, physician, family counseling services, welfare services.	U H	K7	2 8	1b 2c		(C) Family (C) Social services (V1) Security

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1.749 Sexual Behavior						
The student knows that the human sex act is considered by most cultures to be a means of communicating love as well as a means of procreating.	U H	K3	2 4 6	1a 1b		(C) Human growth and development (V1) Dignity (V1) Respect for other cultures (V1) Sensitivity
The student knows that the human sex act is usually accompanied by a strong emotional and personal commitment.	U H	K3	1 2 4	1a 1b		(C) Physical nee (C) Life development (V1) Responsibility
The student knows that all societies have developed value systems relating to sexual behavior.	I U H	G2 K4	2	1a 1b 1c		(C) Values (C) Cultural values (V1) Respect for other cultures (V1) Human dignity
The student knows that sexual feelings accompany each level of human development (e.g., infants learn that touching sex organs produces pleasant sensations, young children become curious about other people's sex organs, pre-adolescent girls are more interested in boys than boys are in them, adolescents have heightened sexual feelings).	P I U H	K4 K6	1 4	1a 1b		(C) Human growth and development (C) Mental health (V1) Self-knowledge
The student knows ways in which the sex drive can become a positive force in the development of an individual's total personality (e.g., expressing and enhancing love and commitment, communicating, relating).	U H	K8	2 4 6	1a 1b		(C) Mental health (C) Human growth and development (V1) Responsibility (V1) Respect for others (V1) Love

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1.749 Sexual Behavior (Cont.)						
The student knows ways in which attitudes toward the sex drive, such as guilt or permissiveness, can affect an individual's psychological development.	I U H	K8	1 2 3	1a 1b		(C) Sex roles (C) Mental health (V1) Self-confidence (V1) Self-knowledge
The student knows that human beings express their sexual drive in a variety of ways such as "wet dreams," masturbation, petting, intercourse.	I U H	K7	2 4	1a 1b		(C) Human growth and development (V1) Self-knowledge (V1) Security (V1) Self-confidence
The student knows common misconceptions relating to masturbation.	I U H	K3	2	1a 1b		(C) Human growth and development (V1) Self-worth
The student knows the social and moral implications of homosexuality, prostitution, molestation, exhibitionism, transvestism, rape, incest.	U H	K3 K8	1 2	1a 1b		(C) Mental health (C) Morality (V1) Respect for others (V1) Dignity (V1) Considerateness (V1) Social concern
The student knows reasons that society protects its citizens from individuals who demonstrate their sexual feelings in anti-social ways.	I U H	K7	1 2 3	1a 1b 2c		(C) Morality (C) Law (C) Social control (C) Interpersonal relations (V1) Social concern (V1) Respect for others (V1) Respect for law

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1.749 Sexual Behavior (Cont.)						
The student knows state and local laws relating to deviant sexual behavior.	U H	K2	2 3		3.9	(C) Law (C) Social control (V1) Respect for law (V1) Respect for others (V1) Rights
The student knows ways of coping with situations in which an individual is requested to participate in a sex act which is personally objectionable.	P I U H	K7	2 3	1a 1b 1c		(C) Safety (V1) Self-possession
The student knows sources of help for individuals seeking sexual information or help with sexual problems (e.g., parents, teachers, counselor, clergy, physician, family counseling services).	P I U H	K6 K7	2 3	1b		(C) Human growth and development (V1) Respect for others (V1) Trust

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1.75 Use of Leisure						
The student knows that budgeting time for work and play lessens problems of daily living (e.g., reduces tension, wards off fatigue, avoids frustration, increases output).	P I U H	K8	2 3	3c 4g	2.823	(C) Mental health (V1) Self-discipline (V1) Enjoyment
The student knows reasons why the need to plan for suitable leisure time activities is assuming increasing importance in modern life (e.g., shorter work week, longer vacations, earlier retirement, increased urbanization).	P I U H	K7 K8	3	3c 4g	2.821	(C) Leisure

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1.8 Maladjustive Behavior						
The student knows the location and use of print and non-print materials relative to maladjustive behavior (e.g., card catalog: "Psychology, Pathological," "Personality, Disorders of," "Mental Illness"; Reader's Guide: "Psychoses"; Periodicals: Mental Hygiene, Psychology Today; Area and Building Audio-Visual Catalogs: "Psychology, Abnormal"; newspaper indexes).	U H	K6	2 3	1b		(C) Resources, health (V1) Inquiry
The student knows that maladjustive behavior is that type of behavior which is not socially acceptable.	P I U H	K2	2 3	1c		(C) Behavior (C) Socialization (V1) Social sensitivity
The student knows that behavior which is acceptable in one society may not be acceptable in another.	P I U H	G2 K9	2 3	1c		(C) Behavior (C) Socialization (V1) Social sensitivity (V1) Tolerance (V1) Consideration
The student knows reasons why individuals vary in their ability to adjust their behavior to the demands of living (e.g., heredity, experience with use of adjustment mechanisms (rationalization, projection, identification), force or strength of stresses).	I U H	K5 K7	2	1b 1c	1.54	(C) Self-concept (V1) Social sensitivity
The student knows ways the behavior of th maladjusted person can affect the i vidual, his family and society.	I U H	K3 K8	2 3	1a 1c 2b 2c		(C) Behavior (V1) Self-awareness (V1) Social sensitivity

1.0 Mental Health
1.8 Maladjustive behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.81 Kinds of Maladjustive Behavior						
The student knows that there are various kinds of maladjustive behavior (e.g., psychosis, neurosis, character disorders, criminal, alcoholic).	U H	K3	2			(C) Behavior
The student knows kinds of maladjustive behavior which can result from misuse of adjustment mechanisms (rationalization, projection, identification); (e.g., explaining away problems instead of solving them, consistently blaming others, indulging in excessive fantasizing).	P I U H	K3 K8	2	1b		(C) Behavior (V1) Responsibility
The student knows the various symptoms of maladjustive behavior (e.g., feelings of anxiety, guilt, and worthlessness; phobias; obsessions; hallucinations).	I U H	K3	2	1b		(C) Emotions

1.0 Mental Health
1.8 Maladjustive Behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.82 Attitudes Toward Maladjustive Behavior						
The student knows common misconceptions regarding the nature of mental illness which are barriers to realistic attitudes about its prevention and treatment (e.g., there is little hope for helping the mentally ill person, the mentally ill person could alter his behavior if he really wanted to do so, all mentally ill persons can be called insane).	P I U H	K3 K10	2	1a 1b 1c 2b		(C) Behavior
The student knows ways in which organizations and individuals are working to change the public image of mental illness.	I U H	K7	2 8	1a 2c		(C) Behavior (C) Self-image

1.0 Mental Health
1.8 Maladjustive Behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.83 Help for Maladjustive Behavior						
The student knows factors which have improved the control and treatment of mental disorders (e.g., better understanding of human behavior, improved diagnostic procedures, chemotherapy, psychotherapy, out-patient clinics).	I U H	K6 K7	2	2c		(C) Behavior
The student knows factors important in helping maladjusted individuals (e.g., early detection, sources of help, adequate treatment).	I U H	K3 K7	2	1b 2c		(C) Behavior (V1) Social concern
The student knows some positive ways of relieving stressful emotions (e.g., talking with someone, playing, working, enjoying a hobby).	I U H	K7	1 2 3	1a 1b 2c 3c		(C) Emotions (C) Interpersonal relations (V1) Self-awareness (V1) Social sensitivity
The student knows ways in which serious mental disorders can often be avoided (e.g., reducing interpersonal conflicts, minimizing frustrations, lessening worry).	I U H	K7	2	3c		(C) Behavior (C) Interpersonal relations

2.0 Physical Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.1 Definition and Factors of Physical Health						
Physical health is the state of an individual's well being which is directly related to the functioning of the body systems, normalcy of growth, level of energy, and ability to resist fatigue and illness.	I U H	K2	2 4			(C) Structure, life (C) Function, life

2.0 Physical Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.2 Relationship of Physical Health to Mental Health						
The student knows that many breakdowns in physical health are psychosomatic in origin.	I U H	K8	2		1.41	(C) Mental health (V1) Self-knowledge
The student knows that some physical illnesses can be caused by physical reactions to emotional conflict, stress and frustration (e.g., ulcers, colitis, asthma).	U H	K3 K8	2		1.41	(C) Mental health (V1) Self-knowledge
The student knows that the state of an individual's physical health can affect his mental health.	P I U H	K8	2		1.2	(C) Mental health (V1) Self-knowledge

2.0 Physical Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.3 Relationship of Physical Health to Community Health						
The student knows individual health practices which affect the control of communicable diseases (e.g., covering coughs and sneezes, washing hands before eating).	P I U H	K2 K8	2 3	1c	3.52	(C) Disease (V1) Self-knowledge (V1) Considerateness
The student knows that an individual with an untreated communicable disease (e.g., TB, VD, hepatitis) can affect disease control in the community.	P I U H	K8	2 3		3.52	(C) Disease (C) Health habits (V1) Responsibility
The student knows that health practices of individuals can affect the total environment, such as methods of discarding waste materials and use of non-polluting soaps and detergents.	P I U H	K2 K8	2 3	2c	3.52	(C) Environmental influences (C) Disease (C) Health habits (V1) Responsibilit

2.0 Physical Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.4 Growth and Development and Individual Differences						
The student knows the location and use of print and non-print materials related to physical health (e.g., Gray's Anatomy of the Human Body; Blakiston's New Gould Medical Dictionary; Reader's Guide: "Physiology", "Reproduction", card catalog: "Physiology," "Reproduction,""Growth"; Area and Building Audio-Visual Catalogs: "Physiology, Human"; "Human Growth"; "Reproductive System, Human").	I U H	K6	2			(C) Resources (C) Growth and Development (V1) Inquiry

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.41 Definition and Factors of Growth and Development						
The student knows that physical growth is defined as the increase in size or mass (e.g., gaining weight, growing taller).	P I U H	K2	2 4			(C) Growth and development
The student knows that development is the organization of the structure of the body to serve new or expanding functions.	P I U H	K2	2 4			(C) Growth and development (C) Life, structure (C) Life, function
The student knows that growth and development occur at different rates.	P I U H	K4 K5	2 4			(C) Growth and development

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.42 Cell						
The student knows that the cell is a basic unit of structure and function.	P I U H	G2 K2	2 4			(C) Life, structure (C) Life, function (C) Growth and development
The student knows that plant, animal and human cells have basically similar structures.	I U H	G2 K3	2 4			(C) Life, structure (C) Growth and development
The student knows that all parts of the body are composed of cells.	I U H	K3	2 4			(C) Life, structure (C) Growth and development
The student knows the parts of a generalized cell (e.g., cell wall, cell membrane, nucleus, cytoplasm).	I U H	K3	2 4			(C) Life, structure (C) Growth and development
The student knows the materials which cells require to maintain life.	I U H	K3 K8	2 4			(C) Survival (C) Life
The student knows the functions of the cell wall, cell membrane, cytoplasm and nucleus of a cell.	I U H	K7	2 4			(C) Life, function (C) Growth and development
The student knows that cells are specialized for different functions.	I U H	K3 K5 K7	2 4			(C) Life, function (C) Growth and development
The student knows that cells of the body have the functions of support, movement, chemical exchange, communications, protection, locomotion and reproduction.	I U H	K7	2 4			(C) Life, function (C) Growth and development

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.42 Cell (Cont.)						
The student knows how cells reproduce themselves by mitosis and meiosis.	U H	K7	2 4			(C) Growth and development (C) Life
The student knows that cells reproduce themselves for growth, repair and maintenance of the body.	I U H	K7	2 4			(C) Growth and development (C) Life (C) Survival
The student knows that the pattern of the organism is passed along to new cells by duplication of chromosomes and their DNA content.	U H	K3	2 4			(C) Life, structure

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.43 Body Systems - Structure and Function						
The student knows that cells are organized into tissues, tissues into organs, organs into systems, systems into organisms.	I U H	K3	2 4			(C) Life, structure
The student knows that body systems are specific organs working together to perform life-sustaining functions that influence growth and development.	I U H	K7	2 4			(C) Life, function
The student knows that normal functioning of the body systems can be interrupted by diseases, injuries, malformations, improper nutrition, etc.	P I U H	K7 K8	2 4			(C) Life, function
Skeletal System						
The student knows that the skeletal system is the basic framework of the body consisting of over 200 bones.	P I U H	K3	2 4			(C) Life, structure
The student knows that the skeletal system of man is used for support, locomotion and protection of vital organs.	P I U H	K7	2 4			(C) Life, structure
The student knows the kinds of joints and their functions: (1) hinge joints, (2) ball-and-socket joints, (3) immovable joints, and (4) pivot joints.	P I U H	K3 K7	2 4			(C) Life, structure (C) Life, function
The student knows the function of the major bones of the skeletal system.	P I U H	K7	2 4			(C) Life, function
The student knows the ways in which muscles and skeleton work together to produce locomotion.	P I U H	K7	2 4			(C) Life, function

2.0 Physical Health

2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.43 Body Systems - Structure and Function (Cont.)						
Muscular System						
The student knows the predominant types of human muscle tissue and their functions.	U H	K3 K7	2 4			(C) Life, function
The student knows the origin and insertion of the muscles of the body.	I U H	K6	2 4			(C) Life, structure
The student knows the relationship of muscles to the movement of the body.	P I U H	K7 K8	2 4			(C) Life, function
The student knows ways in which muscles contribute to body shape.	P I U H	K3 K7	2 4			(C) Life, structure
Nervous System						
The student knows that the nervous system is made up of brain, spinal column, and nerves.	P I U H	K3	2 4			(C) Life, structure
The student knows that the nervous system is comprised of three parts: the central nervous system made up of the brain and spinal cord, the peripheral nervous system made up of the nerves to and from the spinal cord, and the autonomic nervous system made up of nerves to the vital organs and involuntary muscles.	U H	K3	2 4			(C) Life, structure
The student knows the function of the major parts of the central nervous system: (1) the brain (cerebellum, cerebrum and medulla), and (2) the spinal cord.	I U H	K7	2 4			(C) Life, function

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
2.43 Body Systems - Structure and Function (Cont.)						
Nervous System (Cont.)						
The student knows that specific parts of the brain are responsible for memory, reasoning, speech, balance, automatic body functions, simple reflexes, etc.	P I U H	K3 K7	2 4			(C) Life, structure
The student knows that the eyes, ears, organs of taste, smell and touch receive external stimuli that are converted into impulses and transmitted to the brain for interpretation and response.	P I U H	K3	2 4			(C) Life, function (C) Thought
The student knows functions of the eyebrows, eyelashes, eyelids, and pupils of the eyes.	P	K7	2 4			(C) Life, functions (C) Perception
The student knows the parts of the eye (e.g., cornea, iris, pupil, lens, schlera, retina and optic nerve).	I U H	K3	2 4			(C) Life, structure (C) Perception
The student knows the functions of the eyes (e.g., seeing light, form, and color).	P I	K7	2 4			(C) Life function (C) Perception
The student knows the structure of the ear including outer ear, middle ear, and inner ear.	P I U H	K3	2 4			(C) Life, structure
The student knows the ways in which vibrations are conducted through the eardrum to the middle and inner ear.	P I U H	K7	2 4			(C) Life, function
The student knows the function of the inner ear in maintaining body equilibrium.	P I U H	K7	2 4			(C) Life, function

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.43 Body Systems - Structure and Function (Cont.)						
Nervous System (Cont.)						
The student knows that the receptors for smell are located in the nose.	P I U H	K6	2 4			(C) Life, function
The student knows that the functions of the nose include serving as the organ of smell and the agent of filtering and warming the air for the respiratory tract.	P I U H	K7	2 4			(C) Life, function
The student knows that the interpretation of data from the sense of smell and the sense of taste are closely related.	P I U H	K8	2 4			(C) Life (C) Relations (C) Perception
The student knows the functions of the tongue include taste, speech and digestion.	P I U H	K7	2 4			(C) Life, function (C) Perception
Respiratory System						
The student knows that the respiratory system includes the lungs and passages leading to and from them (i.e., nose, nasal passage, windpipe, bronchi).	P I	K2 K3	2 4			(C) Life, structure
The student knows the function of lungs, nose, nasal passage and windpipe in the respiratory process.	P I U H	K7	2 4			(C) Life, function
The student knows that the purpose of the respiratory process is to supply oxygen to tissues and remove carbon dioxide from the tissues.	I	K7	2 4			(C) Life, function
The student knows that the lungs take in air, extract oxygen which dissolves in the blood and is supplied to all tissues, and expel the waste product carbon dioxide.	P I U H	K7	2 4			(C) Life, function

2.0 Physical Health

2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.43 Body Systems - Structure and Function (Cont.)						
Respiratory System (Cont.)						
The student knows ways in which the circulatory and respiratory systems are interdependent.	I U H	K8	2 4			(C) Life, function
Circulatory System						
The student knows that the circulatory system functions to circulate blood and lymph to various parts of the body.	P I U H	K3 K7	2 4			(C) Life, function
The student knows the difference between blood and lymph on the basis of their constituents and their function.	U H	K5 K7	2 4			(C) Life, function
The student knows the structure and function of the heart.	U H	K6 K9	2 4			(C) Life, function
The student knows major blood vessels.	U H	K1 K6	2 4			(C) Life, function
The student knows the specific functions of the prime elements of the blood: plasma, red blood cells, white blood cells, platelets.	I U H	K7	2 4			(C) Life, function
The student knows that the blood transports food, oxygen, hormones, and mineral salts to various body tissues and carries away waste materials.	I U H	K7	2 4			(C) Life, function
The student knows that there are four main blood types (A, B, AB, O) and not all types are compatible if a transfusion is needed.	I U H	K3	2 4			(C) Life, structure

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/(V1, V2) Value Words
2.43 Body Systems - Structure and Function (Cont.)						
Circulatory System (Cont.)						
The student knows that an individual's blood type is inherited.	I U H	K3	2 4			(C) Life, structure
The student knows that the Rh factor is a red blood cell protein found in the blood of 85% of the population (Rh positive).	U H	K3 K10	2 4			(C) Life, structure
The student knows reasons that individuals who have Rh negative blood require special consideration in the event of childbirth or blood transfusion.	U H	K3 K8	2 4			(C) Life structure
Digestive System						
The student knows that the digestive system includes the mouth, tongue, teeth, esophagus, stomach, small and large intestines and accessory organs such as liver and pancreas.	P I U H	K3	2 4			(C) Life, structure
The student knows that the digestive system functions to take in food and convert the useful parts of it into substances which the body cells can use.	P I U H	K7	2 4		2.61	(C) Life, function
The student knows functions of (1) salivary glands, (2) mouth, (3) tongue, (4) esophagus, (5) sphincter muscle, (6) stomach, (7) gall bladder, (8) liver, (9) pancreas, (10) large intestine, (11) small intestine, (12) appendix, (13) rectum.	U H	K7	2 4		2.61	(C) Life, function
The student knows the ways in which the digestive system is dependent upon other body systems (e.g., endocrine system in its production of enzymes, excretory and respiratory systems in the removal of waste products).	I U H	K8	2 4		2.61	(C) Life, function (C) Relations

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.43 Body Systems - Structure and Function (Cont.)						
Excretory System						
The student knows that the main parts of the excretory system include the kidneys, ureter, bladder, and urethra.	P I U H	K3	2 4			(C) Life, structure
The student knows that other organs besides those in the excretory system - lungs, large intestine, and skin - also function in the elimination of wastes (gaseous, solid, water, salt).	P I U H	K7				(C) Life, function
The student knows the main functions of the kidneys including excretion, maintenance of water balance and regulation of acid-base balance of the body.	I U H	K7	2 4			(C) Life, function
The student knows that waste products from the blood (e.g., liquids, salts, uric acid) are carried to the kidneys where they are filtered for elimination from the body.	I U H	K7	2 4			(C) Life, function
Endocrine System						
The student knows that the endocrine glands secrete directly into the bloodstream chemical substances called hormones which regulate certain body functions such as growth, food utilization within cells, and reproduction.	U H	K7 K8	2 4			(C) Life, function
The student knows that the endocrine system is comprised of ductless glands, including pituitary, thyroid, adrenal, thymus, parathyroid, pineal body, islands of Langerhans, gonads, found in various parts of the body.	I U H	K3	2 4			(C) Life, structure

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.43 Body Systems - Structure and Function (Cont.)						
Reproductive System						
The student knows that human beings reproduce other human beings like themselves yet slightly different.	P I U H	K5	2 4	1b		(C) Life, heredity (C) Life, structure
The student knows the function of the DNA molecule in the production of protein and the reproduction of cells.	H	K8				(C) Life, structure
The student knows that the reproductive system is comprised of the sex glands, the tubes, and passageways for the sex cells, and the accessory organs.	I U H	K3	2 4			(C) Life, structure (C) Reproduction
The student knows that the ovaries in the female and the testes in the male produce sex cells and hormones.	I U H	K7	2 4			(C) Life, function (C) Reproduction
The student knows ways that the reproductive and endocrine systems are interrelated (e.g., pituitary hormones stimulate the maturation of the gonads during puberty).	U H	K8	2 4			(C) Life, function (C) Reproduction
The student knows that reproduction is not possible until the sex glands are mature and producing mature sex cells.	I U H	K6 K8	2 4			(C) Life, structure (C) Reproduction
The student knows the processes involved in the birth of the human being: (1) formation of eggs and sperm; (2) sex organs transporting the egg and sperm; (3) union of the egg and the sperm; and (4) sequence of development from zygote through embryo through fetus to birth.	H	K4	2 4			(C) Life, structure (C) Reproduction (C) Growth and development

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.43 Body Systems - Structure and Function (Cont.)						
Reproductive System (Cont.)						
The student knows that a new individual is produced when, following sexual intercourse, a male sex cell unites with a female sex cell in a process called fertilization.	I U H	K4	2 4			(C) Life, function (C) Reproduction
The student knows that the baby grows in the uterus of the female for approximately nine months, at the end of which time the birth process begins.	U H	K4	2 4			(C) Life, function (C) Growth and development
Skin (Integumentary System)						
The student knows that the skin serves the following functions: (1) protects deeper tissues against drying and invasion by pathogenic organisms, (2) regulates body temperature, (3) acts as a sensory organ, and (4) excretes water and salt in perspiration.	P I U H	K7	2 4			(C) Life, function
The student knows that the skin relays sensations of touch, pain, pressure, heat and cold to the brain.	P I U H	K7	2 4			(C) Life, function
The student knows that the skin is composed of three layers: epidermis, dermis, and subcutaneous.	I U H	K3	2 4			(C) Life, structure
The student knows that skin color is dependent upon the amount of pigment in the epidermis, the quantity of blood circulating in surface blood vessels, and the amount of hemoglobin and oxygen in the blood.	U H	K3 K8	2 4	1b		(C) Life, structure

2.0 Physical Health

2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.44 Aspects of Growth and Development						
The student knows that a good self-image affects physical, mental, social and emotional well-being.	P I U H	K8	2 4	1b	1.431	(C) Self-concept (C) Self-esteem
The student knows that normal physical growth proceeds in a pattern set by nature.	P I U H	K2 K4	2 4			(C) Life (C) Growth and development
The student knows that mental growth and development depend upon learning ability and life experiences.	P I U H	G2 K8	2 4			(C) Growth and development (C) Learning
The student knows that mental growth and development involve the progressive unfolding of mental abilities, including the ability to grasp relationships, to deal with abstract ideas, and to solve problems of increasing difficulty and complexity.	I U H	K3 K4	2 4	5b		(C) Life (C) Growth and development
The student knows that social growth and development involve the progressive unfolding of the ability to develop interrelationships with others.	P I U H	K3 K4	2 4	1c		(C) Life (C) Growth and development (C) Interpersonal relations
The student knows that emotional growth and development involve self-expression, sense of humor, ways of communicating and reacting.	P I U H	G2 K4	2 4			(C) Life (C) Growth and development (C) Emotional health
The student knows that an individual's level of emotional maturity is characterized by the way he handles emotions, including fear, love, joy, anger, anxiety.	P I U H	K3 K7	2 4			(C) Emotional health (C) Self-concept
The student knows that social growth is the result of experiences which affect the self-concept.	P I U H	K4 K8	2 4	1a		(C) Self-concept (V1) Self-actualizatio

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.44 Aspects of Growth and Development (Cont.)						
The student knows that physical growth requires air, warmth, food, rest, sleep and exercise.	P I U H	K3 K8	2 4			(C) Life (C) Growth and development
The student knows that there is an interrelationship of physical, mental and social health in the processes of growing and developing.	I U H	K4	2 4			(C) Life (C) Growth and development (C) Relations

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
2.45 Stages of Growth and Development						
The student knows that growth, although continuous from infancy to adulthood, passes through various stages, including prenatal, infancy, childhood, adolescence, adulthood and old age.	P I U H	K4	2 4			(C) Life (C) Growth and development
The student knows that prenatal growth and development take place inside of the mother's womb from conception to birth.	P I U H	K4 K6	2 4			(C) Life (C) Growth and development
The student knows that during infancy the child develops motor behavior and language functions.	P I U H	K4	2 4			(C) Life (C) Growth and development
The student knows that during infancy the child needs security of his parents for growth and development.	P I U H	K6 K8	2 4	1a		(C) Life (C) Growth and development (C) Dependence
The student knows that the basis of personality characteristics is laid during infancy and childhood.	P I U H	G2 K3	2 4			(C) Life (C) Growth and development
The student knows that during childhood there is a need for security (e.g., family, peer group, school).	P I U H	K4	2 4	1a		(C) Emotional health (C) Security
The student knows some of the problems of the later childhood stage: rapid growth, coordination problems, unstable friendships, break from adult dominance.	I U H	K5 K6	2 4	1b		(C) Life (C) Growth and development
The student knows important emotional, social and intellectual changes which take place in early adolescence.	U H	K3 K6	2 4	1b		(C) Growth and development (V1) Self-knowledge
The student knows the body changes that take place in the adolescent stage of development (e.g., appearance of pubic hair, maturity of sex organs, change in voice quality).	I U H	K8	2 4	1b		(C) Life (C) Growth and development (V1) Self-knowledge

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.46 Individual Patterns of Growth and Development						
The student knows that a living thing is a product of its heredity and environment.	P I U H	G2 K8	2 4			(C) Life (C) Heredity (C) Environmental influence
The student knows that the principles of heredity (transmission of characteristics from parent to offspring) generally apply to human inheritance in the same way as to other organisms.	U H	G2 K3 K5	2 4			(C) Life (C) Heredity
The student knows that heredity determines the potential range for the growth and development which occur as a result of interaction with environmental influences (e.g., body type, height).	P I U H	G2 K4 K8	2 4			(C) Life (C) Heredity (C) Environmental influence
The student knows that similarities among related individuals are usually dependent upon hereditary factors.	I U H	K5 K8	2 4			(C) Life (C) Heredity
The student knows that environment is the external physical conditions that affect and influence growth and development.	P I U H	K2	2 4	4b		(C) Life (C) Growth and development (C) Environmental influence
The student knows that each individual has a unique rate of growth and development.	P I U	G2 K5	2 4			(C) Life (C) Growth and development
The student knows that individuals grow to varying final states.	P I U H	G2 K4	2 4			(C) Life (C) Growth and development
The student knows ways in which socioeconomic and cultural backgrounds of individuals can have an effect on an individual's growth and development.	P I U H	K8	2 4	4b		(C) Growth and development (C) Environmental influence

2.0 Physical Health
2.4 Growth and Development and Individual Differences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings Taxonomy	(C) Concept/ (V1, V2) Value Words
2.46 Individual Patterns of Growth and Development (Cont.)						
The student knows that human growth and development are influenced by health habits (e.g., nutrition, cleanliness, sleep, freedom from disease, drugs).	P I U H	K3 K8	2 4			(C) Life (C) Growth and development

2.0 Physical Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.5 Personal Care						
The student knows the location and use of print and non-print materials related to personal care (e.g., card catalog: "Hygiene," "Physiology," "Grooming, Personal"; Reader's Guide: "Hygiene, Cleanliness"; Area and Building Audio-Visual Catalogs: "Hygiene", "Health, Personal"; Today's Health Magazine; Health Pamphlets).	P I U H	K6	2			(C) Resources, health needs (V1) Inquiry
The student knows that health habits acquired at an early age can persist throughout life and influence physical well-being.	P I U H	G2 K8	2			(C) Growth and development (C) Health habits (V1) Self-discipline

2.0 Physical Health
2.5 Personal Care

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.51 Cleanliness of Person, Clothing and Environment						
The student knows ways to contribute to order and cleanliness in the school environment.	P I	K7	2	1c		(C) Social behavior (V1) Self-discipline (V1) Considerateness
The student knows habits of personal cleanliness that can help to prevent the spread of disease.	P I U H	K8	2 5		2.52 2.64	(C) Social behavior (C) Health habits (V1) Responsibility
The student knows ways to keep his room neat.	P I U H	K7	2			(C) Health habits

2.0 Physical Health
2.5 Personal Care

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.52 Appearance and Grooming						
The student knows ways in which one's self-image can be affected by his physical appearance.	P I U H	K8	2	1b	2.22	(C) Self-concept (V1) Self-respect (V1) Self-image
The student knows factors to consider in choice of clothing appropriate for well-being: weather conditions, activity, etc.	P I U H	K8	2		2.56 2.58	
The student knows proper clothing care that contributes to good grooming (e.g., mending, pressing, cleaning, alterations).	P I U H	K8	2	1c		(C) Health habits
The student knows some of the ways he can care for himself: tie his own shoes, dress himself, button and zip when necessary, remove or add clothing when weather indicates.	P	K7	2 3			(C) Independence (C) Health habits
The student knows habits of personal care which contribute to his appearance and well-being: personal hygiene, hair care, wearing clean and well-fitted clothes.	P I U H	K8	2 3	1c	2.51	(C) Health habits
The student knows that the way a person dresses may be influenced by the individual, the family and the community.	P I U H	K8	2	1c		

2.0 Physical Health
2.5 Personal Care

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.53 Care of Eyes, Ears, Nose and Teeth						
The student knows that injury to teeth and gums can occur from such practices as chewing on pencils, cracking nuts, opening bobby pins and bottles, chewing ice.	P I U	K8	2 5		2.72 2.75 4.231	(C) Health habits
The student knows foods which help cleanse the teeth, including celery, cabbage, radishes, apples, carrots.	P I	K7	2			(C) Health habits
The student knows effective methods of caring for the teeth.	P I U H	K7	2 3	1c		(C) Health habits
The student knows that loud noises can impair hearing (e.g., explosives, rock concerts at extreme levels).	P I U H	K8	2 5		3.54 4.67	(C) Safety (C) Health precautions
The student knows some common causes of ear problems (e.g., infection, foreign objects in the ear, accumulation of irritating substances such as hair spray, insects).	P I U H	K8	2			(C) Safety (C) Health habits
The student knows that keeping the ears healthy depends on such factors as: daily cleaning, periodic medical examination, care in keeping the ear free from foreign sharp objects, etc.	P I U H	K7 K8	2 5			(C) Health habits
The student knows that special care is needed by those who wear contact lenses (e.g., daily cleaning, careful storing in a lens case, handling lenses with clean hands).	I U H	K7	2			(C) Health habits
The student knows the hazards which can harm the eyes (e.g., failure to protect the eyes when viewing intense light; failure to wear protective gear against hazards -- snow, sand, dirt, chemicals -- in games and/or activities).	P I U H	K8	2 5		3.53 4.58 4.87 4.95	(C) Safety (C) Health habits

2.0 Physical Health
2.5 Personal Care

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.53 Care of Eyes, Ears, Nose and Teeth (Cont.)						
The student knows some methods for dealing with a foreign object in the eye, including blinking until the eye waters, using appropriate eye washes, seeking adult aid.	P I U H	K7	2 5		2.58	(C) Safety (C) Health habits
The student knows ways in which abnormalities of the eyes can be treated (e.g., corrective lenses, special exercises, surgery).	P I U H	K7	2	2c 3b 4f		
The student knows that care of the eyes includes periodic professional examinations, use of glasses when prescribed, relaxation of eyes after close work, proper lighting and an awareness of hazards in the environment.	P I U H	K7	2 5	2c 3b 4f		(C) Health habits (C) Health precautions

2.0 Physical Health
2.5 Personal Care

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.54 Care of Skin, Hair and Nails						
The student knows the cause of skin problems during adolescence: overactive sebaceous glands, improper diet, insufficient cleansing.	U H	K8	2	1b		(V1) Self-knowledge (C) Health habits
The student knows that skin problems can be controlled by frequent cleansing, balanced diet, prescribed medical treatment.	I U H	K7 K8	2 3	3b 4f		(C) Health habits (V1) Self-respect
The student knows that adequate care of the skin, nails and hair contributes to personal cleanliness and appearance.	P I U H	K8	2 3	1c	2.51	(C) Health habits

2.0 Physical Health
2.5 Personal Care

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.55 Care of Feet						
The student knows the hazards associated with going barefooted, including danger of injury from stones, glass, nails, hot or cold materials, etc.; possibility of infection (athlete's foot, hookworm, tetanus); contact with poisonous substances (insect and snake venom, corrosive chemicals).	P I U H	K8	2 5		3.53 4.58 4.81	(C) Safety (C) Health habits
The student knows that certain fungus diseases can occur when the feet are not kept clean and free from moisture.	P I U H	K8	2 3		2.56	(C) Safety (C) Health habits
The student knows common kinds of foot problems (e.g., flat feet, pronated ankles, club feet).	P I U H	K5	2		2.852	
The student knows that the fit and condition of his shoes and socks are factors in determining the comfort and protection of his feet.	P I U H	K8	2 5			(C) Health habits

2.0 Physical Health
2.5 Personal Care

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.56 Freedom from Disease						
The student knows the health hazards associated with such types of behavior as: biting, spitting, coughing, sneezing.	P I	K8	2 5	1c	1.43 2.3 4.231	(C) Health habits (V1) Self-respect (V1) Respect for others
The student knows that many illnesses can be prevented and/or controlled by habits such as: practicing personal hygiene; having regular medical check-ups: reporting early signs of illness.	P I U H	K7 K8	2 3	2c 3f 4f	2.52 2.58	(C) Health habits (V1) Responsibility
The student knows diseases for which there are immunizing injections: rubella, smallpox, tetanus, mumps, polio.	P I U H	K7	2	2c	3.52	(C) Health habits (V1) Responsibility
The student knows that the body has defenses against many disease-producing germs.	I U H	K3 K8	2		3.52	(C) Health habits

2.0 Physical Health
2.5 Personal Care

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.57 Medical and Dental Examinations						
The student knows that regular medical and dental check-ups are factors in maintaining good health.	P I U H	K8	2 3	3b 4f	2.53	(C) Health habits (V1) Self-discipline
The student knows ways in which public agencies can provide free medical and dental care.	U H	K7	2 8	2c 3b 4f	2.92	(C) Health precautions (C) Community resources
The student knows ways the school nurse helps students develop better health practices.	P I U H	G2 K7	2 8	2c 3b 4f	3.7	(C) Health habits (C) Resources, community (V1) Respect for others

2.0 Physical Health
2.5 Personal Care

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.58 Safe Practices (also refer to 4.0)						
The student knows that his use of many drug items and related substances can damage his health (e.g., cough syrup, tobacco, alcohol, sleeping tablets, depressants, stimulants, inhalants, coffee, tea).	P I U H	K8	2 3		2.59	(C) Health habits (V1) Self-respect (V1) Self-discipline
The student knows the reasons for reading and following carefully the directions for using all medications.	P I U H	K7	2 5		2.56 4.41	(C) Health habits (C) Safety (V1) Responsibility
The student knows that some commercial products can aggravate the condition they are meant to alleviate (e.g., some acne treatments may irritate the skin).	I U H	K8	2 3 5		2.54 2.56	(C) Health habits (V1) Social sensitivity

2.0 Physical Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.6 Nutrition						
The student knows the location and use of print and non-print materials related to nutrition (e.g., Area and Building Audio-Visual Catalogs: "Nutrition, Health"; card catalog: "Nutrition," "Diet," "Metabolism"; Reader's Guide: "Nutrition", "Diet," "Food Habits"; Weight Watchers Magazine).	I U H	K6	2 3			(C) Resources, nutrition (V1) Inquiry
The student knows that nutrition is concerned with the way foods and food elements are used by the body.	P I U H	K8	2 4		2.43	(C) Life, function
The student knows that good nutritional health depends upon diet, physical conditions, heredity, physical environment, emotional climate and food preparation.	P I U H	K3 K8	1 2		2.46	(C) Nutrition (C) Survival

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.61 Digestion and Elimination (also refer to 2.43						
The student knows that digestion can be influenced by the circumstances of the immediate environment (e.g., noise, arguments, tension, uncleanliness).	P I U H	K8	2			(C) Life, function
The student knows that water is essential in the digestion of foods and the elimination of waste products from the body.	P I U H	K7 K8	2 4		2.43	(C) Life, function
The student knows the chemical and mechanical processes in the body which prepare food for digestion and absorption.	P I U H	K7	2 4		2.43	(C) Life, function
The student knows the functions of the various parts of the digestive system.	I U H	K3 K7	2 4		2.43	(C) Life, function

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.62 Nutrients and Nutritional Requirements of the Body						
The student knows ways in which one's appearance, self-confidence and relationships with others are influenced by nutrition (e.g., poor complexion, lack of energy).	P I U H	K8	1 2 3		2.44 2.46	(C) Self-concept (V1) Self-respec
The student knows that malnutrition can result from an unbalanced diet as well as from lack of sufficient foods (e.g., pellagra from lack of vitamin B; scurvy from lack of vitamin C; rickets from lack of vitamin D).	I U H	K8	2 4		2.43	
The student knows the various functions that food performs in the body (e.g., to provide heat and energy; to furnish materials for growth and repair; to give enjoyment).	P I U H	K7	2 4		2.44	(C) Life, function
The student knows that although all persons need the same nutrients, the quantitative nutritive requirements for each person are unique at any particular time (e.g., the nutritive requirements of a pregnant woman vs. needs of a non-pregnant woman; needs of a growing child vs. those of an adult).	I U H	K5 K7	2 4		2.45	
The student knows reasons for including adequate sources of vitamins and minerals in the diet (e.g., vitamin C to prevent scurvy; vitamin D to prevent rickets; iron to form normal blood cells).	P I U H	K8	2 4		2.43 2.64	
The student knows that some nutrients are interdependent (e.g., vitamin D is related to the utilization of calcium).	I U H	K3	2 4		2.43	
The student knows that proteins are essential for building, maintaining and repairing body tissues during periods of rapid growth.	P I U H	K7 K8	2 4		2.43 2.46	

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
2.62 Nutrients and Nutritional Requirements of the Body (Cont.)						
The student knows the role of fats in the diet (i.e., they are a concentrated source of heat and energy; they add flavor to various foods; they satisfy hunger longer than do other food elements, etc.)	I U H	K3 K8	2 4			
The student knows that concentrated carbohydrate foods are usually poor sources of essential nutrients.	P I U H	K3	2 4		2.43	
The student knows that carbohydrates are a quick source of energy.	P I U H	K8	2		2.43	
The student knows that there are influences affecting nutritional health at the level of the individual, the family and the community.	I U H	K7 K9	2 3 4			
The student knows the nutritive value of foods common to the individual's diet.	I U H	K3	2 4			
The student knows that nutritional requirements can be met by using a wide variety of foods.	P I U H	G2 K3 K7	2 4			

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.63 Meal Planning						
The student knows that food sources include plant, animal and synthetic substances.	P I U H	K3	2			
The student knows that attractively arranged food appeals to the appetite and increases the enjoyment of the meal.	P I U H	K8	2 3			
The student knows the foods included in the Four Basic Food Groups which provide all the nutrients needed by the body (i.e., meat group, milk group, vegetable-fruit group, and the bread-cereal group).	P I U H	K3	2 4			(C) Survival

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.64 Deficiency Disorders, Diseases and Harmful Substances						
The student knows ways in which adequate nutrition can prevent and/or cure physiological conditions (e.g., night blindness - vitamin A; anemia - iron; goiter - iodine).	I U H	K8	2			(C) Nutrition
The student knows dietary management is an important factor in controlling certain types of diseases and/or disorders (e.g., diabetes, overweight and underweight, constipation, circulatory disorders).	I U H	K7 K8	2 3			(C) Nutrition
The student knows the common signs of food sensitivity or allergy (e.g., hives, rashes, gastro-intestinal upsets, cardio-vascular difficulties, respiratory problems).	P I U H	K3	2 5			(C) Nutrition

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.65 Food Fads and Fallacies						
The student knows the dangers in the indiscriminate use of vitamins and minerals (e.g., overdose of vitamin A and D can result in toxic conditions).	P I U H	K3	2 3			
The student knows the risks involved in following excessive and/or fad diets (e.g., malnutrition, deficiency diseases).	I U H	K3	2 3			
The student knows that it is necessary to evaluate critically the mass of information and/or misinformation disseminated about foods and nutrients.	I U H	K9	2 3			
The student knows reasons why special foods or supplements are not usually required to meet normal nutritional needs (e.g., regular foods contain essential nutrients; excess of supplements can be harmful).	I U H	K3 K8	2 3			

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.66 Selective Eating Practices						
The student knows that many factors determine what foods people eat (e.g., family traditions, cultural patterns, economic status, religious practices).	I U H	G2 K8	2			(C) Culture (V1) Social sensitivity
The student knows kinds of snack foods and their effects on the body (e.g., nutritional value of carrots, celery, etc.; "empty calories" of commercial snacks).	P I U H	K8	2 3			(V1) Responsibility
The student knows that eating habits have long range effects upon health.	I U H	G2 K8	2 3			(V1) Responsibility
The student knows that as scientific knowledge increases, the individual is challenged to make more and more choices in planning his nutritional program.	I U H	K8	2 3			(C) Technology (V1) Weighing Costs & Benefits
The student knows that developing a liking for a new taste or flavor can be acquired through experience of trying new foods.	P I U H	K7 K8	2 3			(C) Adaptation

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.67 Weight Control						
The student knows that obesity can be solved with an adequate weight program under the direction of a physician.	P I U H	K7	2			(C) Self-concep (V1) Self-discipline (V1) Self-esteem
The student knows ways in which obesity can complicate other health conditions (e.g., diabetes, circulatory problems, cardiac problems).	I U H	K8	2			(V1) Self-esteem (V1) Weighing Costs & Benefits
The student knows that most overweight conditions are due to over-eating.	P I U H	K8	2	1a	2.46	(V1) Self-discipline
The student knows the factors which can complicate the control of weight (e.g., psychological factors -- frustration, boredom, need for love; psycho-social factors -- cultural eating patterns; physical factors -- metabolism, exercise, heredity).	I U H	K3	2	1a		(C) Emotional health (V1) Tolerance
The student knows that the caloric intake balances the energy output in a maintenance diet.	I U H	K8	2			(C) Life, function
The student knows the average range of weight for various ages and body types.	I U H	K9	2 4			
The student knows that eating habits develop early in life.	P I U H	G2 K7	2			(C) Health habits
The student knows that eating habits, while difficult to change, can be altered to make the nutritional process more pleasant and beneficial.	P I U H	G2 K7	2			(C) Health habits

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.68 Food Handling, Processing and Storage						
The student knows that many local, state and federal agencies work to protect consumers from unsafe food practices (e.g., Food & Drug Administration, U. S. Dept. of Agriculture, City, County and State Health Departments).	I U H	K7	2 8	2c 3b 4f		(C) Resources, community
The student knows that necessary food elements can be added to processed foods to enhance their nutritive value (e.g., enriched flour, enriched milk, enriched cereals).	I U H	K3 K8	2			
The student knows the factors of handling, processing, preparing and storing food which can prevent the spread of disease and preserve nutritive values (e.g., cleanliness, inspection, controlled temperature, cooking temperature).	P I U H	K3 K8	2 5	3b 4f		
The student knows many substances harmful to the body which can be harbored by food (e.g., spray residues, disease organisms -- botulism, bacillus, trichina worm, liver fluke -- chemical additives).	I U H	K8	2 5			(C) Safety
The student knows that investigators are concerned with the possible harmful effects of certain substances in the environment which can contaminate foods (e.g., mercury, poisonous sprays, growth hormones, preservatives and additives, lead in paint, etc.)	I U H	K8	2 5	3b 4f		(C) Resources, community
The student knows the kinds of places where food is processed (e.g., dairies, canneries, bakeries, meat-packing plants, frozen food processing plants, homes.)	P I U H	K7	2	2c 3b 4f		(C) Resources, community

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.68 Food Handling, Processing and Storage (Cont.)						
The student knows methods of handling, processing and storing foods which help to preserve the nutritive value of the foods.	I U H	K7	2 5	3b 4f		
The student knows the rules and regulations for food handlers (e.g., clearance for TB and venereal diseases, hairnets, cleanliness practices).	P I U H	K2 K9	2	3b 4f	2.3 3.51 3.8	(C) Resources, community
The student knows the criteria for selection of fresh and processed food (e.g., firm, ripe fruit; crisp, plump vegetables; undamaged, clean containers).	P I U H	K9	2			(C) Nutrition

2.0 Physical Health
2.6 Nutrition

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.69 Table Etiquette						
The student knows that good behavior at the table can have beneficial physiological and psychological effects in addition to the positive social consequences.	P I U H	K8	2	1c		(C) Life, function (V1) Respect for others (V1) Aesthetic sensitivity
The student knows the factors that influence table manners (e.g., cultural differences, family patterns, age, circumstances).	P I U H	K3	2	1c		

2.0 Physical Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.7 Dental Health						
The student knows the location and use of print and non-print materials related to dental health (e.g., Area and Building Audio-Visual Catalogs: "Hygiene, Dental"; card catalog: "Hygiene," "Physiology"; *Reader's Guide*: "Teeth, Care and Hygiene").	P I U H	K4	2 3	3b 4a 4d 4f		(C) Resources. dental heal (V1) Inquiry

2.0 Physical Health
2.7 Dental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.71 Structure and Function of Teeth						
The student knows ways in which the act of chewing helps prepare food for digestion.	P I U	K7 K8	2 4		2.43 2.61	(C) Life, function
The student knows the reasons for adequate care of the six-year molars (e.g., they are the first permanent teeth, and they help maintain proper jaw alignment).	P I U	K8	2		2.53	(C) Fitness, physical (C) Health habits
The student knows the structure of teeth: crown, neck, root.	I U H	K3	2		2.43	(C) Life, structure (C) Growth and development
The student knows the number of primary and permanent teeth.	P I	K3	2		2.43	(C) Life, structure
The student knows the types of teeth: incisors, cuspids, bicuspids, molars.	I U H	K5	2		2.43	(C) Growth and development
The student knows there are special kinds of teeth for cutting, tearing, crushing and grinding.	P	K3 K7	2		2.61	(C) Life, function
The student knows the functions of the teeth: chew food, aid in speech.	P I U	K7	2 4			(C) Growth and development

2.0 Physical Health
2.7 Dental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.72 Development of Teeth						
The student knows the stages of tooth development -- primary, six year molars, permanent teeth.	P I U H	K4	2 4		2.43	(C) Life develo ment
The student knows reasons why an adequate diet is necessary for proper tooth development.	P I U H	K8	2 4		2.43 2.53	(C) Growth and development
The student knows the dietary factors which influence the development of the enamel of unerupted teeth through age eight.	P	K8	2 4		2.53 2.62	(C) Health habits
The student knows why prenatal care for the mother is necessary to insure proper development of teeth in the baby.	I U H	K8	2 4		2.43	(C) Life develo ment

2.0 Physical Health
2.7 Dental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.73 Oral Problems						
The student knows the kinds of facial changes which can occur from such habits as thumb-sucking, tongue-thrusting, lip-biting.	P I	K8	2		2.53	(C) Life development (C) Health habits
The student knows that malocclusion is a dental abnormality which can contribute to physical and/or emotional health problems.	I U H	K2	2 4		2.43 2.52 2.53	(C) Life, structure
The student knows the causes of various tooth and gum diseases, including causes of tooth decay, pyorrhea, gingivitis.	P I U H	K8	2		2.43 2.53	(C) Life development
The student knows the kinds of conditions often occurring in the nose, mouth and throat which can cause bad breath (e.g., decayed teeth, Vincent's disease, nasal infection, orthodontal devices).	P I U H	K8	2	1c	2.53	(C) Health habits (V1) Self-respect
The student knows that tooth fractures can occur as a result of accidents during play, such as injuries at the drinking fountain, injuries from thrown objects, falls from bicycles and/or playground equipment.	P I U	K8	2 5		2.53	(C) Life development
The student knows that many types of bacteria are present at all times in the mouth, nose and throat.	P I U H	G2 K3	2 5		2.5 3.52	(C) Health habits

2.0 Physical Health
2.7 Dental Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.74 Preventive Measures						
The student knows the community resources that provide dental care.	P I U H	K7	2 8	2c 3b 4f	2.43 2.53 3.61	(C) Resources, community
The student knows the role of the dentist and orthodontist in maintaining the individual's dental health.	P I U H	K7 K8	2 8	2c 3b 4a 4d 4f	2.43 2.53	(C) Life maintenance
The student knows various ways teeth can be treated with fluoride (e.g., in a special brush-on paste; in a liquid application, in fluoride-treated water; in tooth-paste).	P I U H	K7	2		2.53	(C) Health habits (V1) Self-respect
The student knows ways in which diseases of the teeth and gums can be prevented (e.g., maintaining adequate nutrition, fluoridating, chewing to stimulate circulation).	P I U H	K8	2 3		2.43 2.53	(C) Health habits
The student knows the origin of and ways to prevent dental decay	P I U H	K3	2		2.43 2.53	

2.0 Physical Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.8 Physical Fitness						
The student knows the location and use of print and non-print materials related to physical fitness (e.g., card catalog: "Physical Fitness," "Posture," "Public Health," "Physiology"; Area and Building Audio-Visual Catalogs: "Posture," "Health Service," "Sleep"; Reader's Guide: "Physical Fitness," "Exercise," "Sleep"; Journal of Health, Physical Education and Recreation Magazine).	P I U H	K6	2 3			(C) Resources, fitness (physical) (V1) Inquiry

2.0 Physical Health
2.8 Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.81 Definition and Factors of Physical Fitness						
The student knows that physical fitness is commonly defined as good muscle tone combined with cardiovascular and respiratory fitness.	I U H	K2	2			(C) Fitness (physical)

2.0 Physical Health
2.8 Physical Fitness
2.82 Contribution to Meeting the Demands of Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.821 Daily Physiological and Psychological Demands						
The student knows that physical demands of daily living require adequate rest, a balanced diet, regular exercise.	P I U H	K3	2	3c		(C) Fitness (physical)
The student knows that the psychological demands of daily living require physical fitness to meet stress and strain.	P I U H	K3	2 3	3c 4d		(C) Emotional health (V1) Inference

2.0 Physical Health
2.8 Physical Fitness
2.82 Contribution to Meeting the Demands of Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.822 Emergency Demands						
The student knows that to meet emergency situations an individual needs physical and mental reserves beyond those required for daily living.	I U H	K8	2 5	3c		(C) Emotional health
The student knows that maintaining physical fitness will help the individual to cope with emergencies.	P I U H	K8	2	3c		(C) Fitness (physical)

2.0 Physical Health
2.8 Physical Fitness
2.82 Contribution to Meeting the Demands of Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.823 Balance of Work, Exercise, Rest and Nutrition						
The student knows that work, exercise, rest and nutrition are each a part of total fitness.	P I U H	K3	2	3c		(C) Fitness (physical) (C) Health habits
The student knows that exercise and nutrition can help control weight.	P I U H	K8	2	3c	2.67	(C) Fitness (physical) (C) Nutrition (V1) Self-discipline

2.0 Physical-Health
2.8 Physical Fitness
2.82 Contribution to Meeting the Demands of Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.824 Effect on Posture						
The student knows ways in which the physical and psychological demands of daily living can affect an individual's posture.	P I U H	K8	2 3			(C) Fitness, physical (V1) Self-discipline
The student knows that daily living creates tensions which can affect muscle tonus, making maintenance of posture difficult.	I U H	K8	2 3			(C) Environment influences

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2.0 Physical Health
2.8 Physical Fitness
2.83 Exercise, Activity and Recreation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.831 Body Systems - Skeletal, Muscular, Nervous, Circulatory (also refer to 2.43)						
The student knows the way in which bones, nerves and muscles work together to produce movement.	P I U H	K8	2		2.43	(C) Life, function (C) Fitness (physical)
The student knows that exercise strengthens the heart and lungs, resulting in more efficient blood circulation.	I U H	K8	2 3		2.43	(C) Life, function (C) Fitness (physical) (V1) Self-discipline
The student knows that the benefits of being physically fit include: longer life, better performance, increased physical activity.	P I U H	K8	2			(C) Fitness (physical)

2.0 Physical Health
2.8 Physical Fitness
2.83 Exercise, Activity and Recreation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.832 Physiological and Psychological Benefits						
The student knows the physiological benefits of exercise and recreation (e.g., increased strength, coordination, endurance, joint flexibility, etc.)	P I U H	K4 K8	2 3	3c 4g		(C) Fitness (physical) (V1) Self-discipline (V1) Inference
The student knows psychological benefits of exercise and recreation (e.g., reduction of stress and strain, improved appearance, etc.)	P I U H	K8	2	3c 4g	1.41	(C) Emotional health (V1) Self-expression (V1) Inference

2.0 Physical Health
2.8 Physical Fitness
2.83 Exercise, Activity and Recreation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.833 Types						
The student knows that recreational activity can provide both physical exercise and intellectual challenge.	I U H	K5	2 3	3c 4g		(C) Fitness (physical)
The student knows that recreational activity in any of its forms can help reduce tension.	I U H	K8	2 3	3c 4g		(C) Survival
The student knows that skilled performance in recreational activities requires a balance between muscular contraction and relaxation.	U H	K8	2	3c 4g		
The student knows that recreational activities can be modified to fit individual or group needs.	P I U H	K7	2	3c 4g		(C) Adaptation
The student knows the principles underlying isometric and isotonic exercises.	U H	K5	2			(C) Fitness (physical)
The student knows how various exercises can develop specific areas of the body.	P I U H	K7 K8	2 3			(C) Fitness (physical) (V1) Self-discipline

2.0 Physical Health
2.8 Physical Fitness
2.84 Rest, Relaxation and Sleep

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.841 Contribution to Body Growth, Repair and Maintenance						
The student knows ways in which rest, relaxation and sleep are factors in the growth, repair, and maintenance of body functions (e.g., permit recovery from fatigue; restore vitality; improve alertness and body efficiency).	P I U H	K3 K8	2 4			(C) Fitness (physical) (C) Survival
The student knows that the demand for sleep represents a physiological need for rest and repair.	P I U H	K8	2 4			(C) Survival

2.0 Physical Health
2.8 Physical Fitness
2.84 Rest, Relaxation and Sleep

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.842 Fatigue						
The student knows ways of preventing fatigue (e.g., regular rest periods, sufficient caloric intake, variety of activity, regulating length of work periods, early detection of disease, control of noise, heat and humidity).	P I U H	K7	2			(C) Survival
The student knows types of fatigue, including physical and emotional.	I U H	K3	2			(C) Life
The student knows that excessive exercise without sufficient sleep and balanced diet can result in fatigue.	I U H	K8	2			(C) Fitness (physical)

2.0 Physical Health
2.8 Physical Fitness
2.84 Rest, Relaxation and Sleep

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.843 Physiology of Sleep						
The student knows that there are physiological changes which occur during sleep such as: lowering of blood pressure, relaxing of muscles, slowed breathing and heart beat.	I U H	K3 K8	2 4			(C) Life. functions
The student knows that there are different levels of sleep found in rest patterns (e.g., going to sleep; deep sleep; light sleep; waking up).	I U H	K3	2 4			

2.0 Physical Health
2.8 Physical Fitness
2.84 Rest, Relaxation and Sleep

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.844 Insomnia and Dreams						
The student knows that stress, worry, pain and excessive fatigue can result in insomnia.	P I U H	K8	2			(C) Health habits
The student knows that dreaming may occur if certain stimuli are present: noise, pain, indigestion, pressure, etc.	P I U H	K8	2			

2.0 Physical Health
2.8 Physical Fitness
2.84 Rest, Relaxation and Sleep

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.845 Individual Needs						
The student knows that the needs for rest, relaxation and sleep can vary with each individual.	P I U H	G2 K5	2			(C) Individuality
The student knows that the amount of sleep an individual gets affects his appearance and his physical and mental activities.	P I U H	K3	2			

2.0 Physical Health
2.8 Physical Fitness
2.84 Rest, Relaxation and Sleep

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.846 Sleeping Accommodations						
The student knows that the type of sleeping accommodation is an individual choice and can vary with age, personal preference and family customs.	P I U H	K3	2			
The student knows factors that influence the effectiveness of sleep: firmness of mattress, placement of sleeping accommodations, noise, temperature and humidity.	P I U H	K8	2			

2.0 Physical Health
2.8 Physical Fitness
2.84 Rest, Relaxation and Sleep

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.847 Drugs for Relaxation, Sleep and Wakefulness						
The student knows that tranquilizers and barbiturates slow down body processes, calm anxieties and may induce sleep and relaxation.	I U H	K3 K8	2			(C) Environmental Influence
The student knows that excessive use of barbiturates, narcotics, stimulants and tranquilizers can lead to dependency.	I U H	K8	2 3			(C) Environmental Influence
The student knows that stimulants speed up body processes and can cause wakefulness.	I U H	K8	2			(C) Environmental Influence

2.0 Physical Health
2.8 Physical Fitness
2.85 Posture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.851 Body Systems - Skeletal and Muscular (also refer to 2.43)						
The student knows that muscles, skeleton, nerves and brain work together to produce coordinated movements which create good posture.	P I U H	K7 K8	2			(C) Life, function
The student knows that the structure and condition of the feet are basic to good posture and body balance.	P I U H	K8	2 4			(C) Life, structure
The student knows the ways postural defects can be improved, such as by corrective exercises, by orthopedic surgery or devices.	P I U H	K7	2			(C) Growth and development

2.0 Physical Health
2.8 Physical Fitness
2.85 Posture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.852 Proper Body Alignment						
The student knows that good posture is the proper alignment of one's body in a variety of activities, including sitting, standing, walking, reclining, playing, working and lifting.	P I U H	K2 K3	2			(C) Life, function (C) Self-concept (V1) Self-expression
The student knows that early detection and correction of postural defects prevent later complications.	P I U H	K8	2			(C) Growth and development
The student knows that participation in a variety of physical activities contributes to the development of muscles and body alignment.	P I U H	K8	2	3c		(C) Growth and development

2.0 Physical Health
2.8 Physical Fitness
2.85 Posture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.853 Contribution to Appearance						
The student knows that good posture affects appearance and body function.	P I U H	K8	2			(C) Self-concept (C) Life, function (V1) Self-expression
The student knows that periods of rapid growth can cause temporary awkwardness and poor posture.	P I U	K8	2			(C) Life development (C) Self-concept (V1) Self-respect (V1) Self-knowledge

2.0 Physical Health
2.8 Physical Fitness
2.85 Posture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.854 Factors Influencing Posture						
The student knows factors which contribute to good posture, including diet, exercise, rest, weight control, proper shoes and clothing.	P I U H	K8	2			(C) Health habits
The student knows ways in which an individual's self-concept and mental outlook can affect posture.	P I U H	K8	1 2	1a		(C) Self-concept (V1) Self-respect
The student knows that emotions, including joy, sorrow and fear, can affect an individual's posture.	P I U H	K8	2			(C) Emotional health (C) Self-concept (V1) Self-awareness

2.0 Physical Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.9 Health Products and Services (also refer to 3.63)						
The student knows the location and use of print and non-print materials related to health products and services (e.g., Card Catalog: "Public Health"; Pamphlets: HEW and U. S. Dept. of Agriculture; *Reader's Guide*: "Physicians," "Health Clinics"; "Medical Delusions"; Area and Building Audio-Visual Catalogs: "Health Service"; *Today's Health* Magazine).	I U H	K4	2 3	3b 4a 4d 4f		(C) Resources, physical needs (V1) Inquiry

2.0 Physical Health
2.9 Health Products and Services

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.91 Available Products and Services						
The student knows that products available for health care include prescription drugs, home remedies, food fads, patent medicines.	I U H	K3	2	2c	3.52	(C) Safety (V1) Responsibility
The student knows that services for medical care are available from hospitals, clinics, pharmacies, nursing homes, convalescent homes, laboratories and private offices.	P I U H	K6	2 8	2c 3b 4f	3.2 3.52 3.61	(C) Resources, community (V1) Social sensitivity
The student knows that medical quackery is falsely-promoted medical products and services used in the diagnosis and treatment of health problems.	I U H	K2	2 8	2b	3.52 3.63	(C) Resources, community (V1) Social sensitivity

2.0 Physical Health
2.9 Health Products and Services

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Work
2.92 Sources of Products and Services						
The student knows there is a variety of sources which dispense health products (i.e., health food stores, markets, medical clinics, pharmacies, etc.)	I U H	K6	2 8	2c 3b 4f	3.52 3.63	(C) Resources, community (V1) Social concern
The student knows the functions of various medical advisors (e.g., general practitioner, specialist, osteopath, chiropractor, pharmacist, dentist, nurse, etc.)	I U H	K7	2 8	2c 3b 4f	2.93 3.52 3.63	(C) Resources, community (V1) Social concern
The student knows public sources for help in the area of mental health for the individual and/or family.	U H	K6	2 8	2c 3b 4f	2.57	(C) Resources, community (C) Survival

2.0 Physical Health
2.9 Health Products and Services

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.93 Criteria for Selecting Products and Services						
The student knows that criteria for the selection of health products can include personal preferences, family influences, cost, availability, methods of advertising, approval by reliable sources.	U H	K9	2		3.52 3.63	(C) Health precautions (C) Community resources (V1) Social concern
The student knows criteria for selecting a medical or dental adviser, including the individual's educational background, experience and personal qualities.	U H	K9	2 8	4b	3.63	(C) Health precautions (C) Responsibility

2.0 Physical Health
2.9 Health Products and Services

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Worth
2.94 Evaluation and Selection of Products and Services						
The student knows ways in which the individual's evaluation and selection of health products and services are influenced by past experience and present environment.	P I U H	K9	2		2.92 3.52 3.63	(C) Health precautions (C) Environmental influences (V1) Responsibility
The student knows that health information and advice come from many sources, both scientific and unscientific.	I U H	K6	2 8		3.52 3.63	(C) Resources, community (V1) Social concern
The student is able to evaluate health products and services in terms of their reliability or unreliability.	P I U H	P21 P24	2			(C) Resources, community

3.0 Community Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.1 Definition of Community Health						
The student knows the factors involved in community health (e.g., providing general services--pure water supply, sewage disposal, fire and police protection, food inspection, etc.; promoting disease control measures--immunizations, health examinations, health clinics, pollution control, etc.; planning for future needs--zoning, civil defense, disaster measures, etc.).	I U H	K3 K7	2	2b 3b 4f		(C) Resources, community

3.0 Community Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.2 Relationship to Physical Health of Individual						
The student knows ways in which the health of the individual and the health of the community are interdependent (e.g., contaminated water supply can make the individual ill; the individual's careless health practices can pollute the community water supply).	I U H	K5 K8	2	2c		(C) Environmental influences (C) Health practices (V1) Responsibility
The student knows conditions which can affect health which can only be handled on a community-wide basis (e.g., air pollution, traffic hazards, natural disasters).	I U H	K7 K8	2 8	2c	3.21	(C) Environmental influences (C) Health practices (V1) Responsibility (V1) Social concern
The student knows that recent research has provided many new findings affecting the health of the individual (e.g., relationship between thalidomide and deformed babies, the side-effects of new medicines, the relationship of German measles and mentally defective babies).	I U H	K3	2	2c		(C) Resources, community (V1) Responsibility
The student knows the contributions made by community agencies to the physical health of the individual in the fields of education, services and research (e.g., screening for T.B. and diabetes, finding the causes and prevention of polio, searching for the cause and treatment of cancer, distributing information on harmful drugs).	I U H	K8	2 8	2c 3b 4f	3.22 3.52	(C) Resources, community (V1) Social concern

3.0 Community Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.3 Relationship to Mental Health of Individual						
The student knows the many pressures of society which affect mental health (e.g., competition, complexity of modern living, health hazards, congestion, compulsory military service).	P I U H	K8	2	1b	1.3	(C) Emotional health (V1) Social concern
The student knows ways lack of conflict in an individual's environment contributes to the maintenance of mental health.	P I U H	K3 K8	2	1b	1.3	(C) Environmental influences (V1) Social concern
The student knows ways in which acceptance by the community of individual differences (race, religion, age, physical and mental conditions, etc.) affects the mental health of the individual.	P I U H	K7 K8	2	1a 1b 1c	1.3	(C) Interpersonal relations (C) Emotional health (V1) Respect for others
The student knows ways in which overpopulation and pollution in a community affect the mental health of an individual.	I U H	K3 K8	2	2c	1.3	(C) Environmental influences (V1) Social sensitivity
The student knows ways a clean and attractive environment contributes to good mental health (e.g., family happiness, enjoyment of leisure time, pride in community).	P I U H	K8	2		1.3	(C) Environmental influences (V1) Social sensitivity
The student knows ways in which community agencies share in the responsibility for the promotion of the individual's mental health.	P I U H	K7	2 8	2c	1.3	(C) Research, community

3.0 Community Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
3.4 Individual Responsibility for Community, National and World Health						
The student knows the location and use of print and non-print materials related to community, national and world health problems (e.g., newspaper indexes: "Cholera"; Pamphlets: United Nations World Health Bulletin; Reader's Guide: "Communicable Disease"; American Journal of Red Cross News; Area and Building Audio-Visual Catalogs: "Health, Community Health").	P I U H	K4	7			(C) Resources, community health (V1) Inquiry
The student knows ways in which the health of the individual and that of the community, nation and world are interrelated (e.g. control of communicable diseases, control of nuclear testing, maintaining a healthy environment).	I U H	K3 K8	2 7	2c		(C) Resources, community (C) Relations (V1) Cooperation
The student knows the national and world health problems for which a solution has not been found (e.g., air pollution, disease control, famine, malnutrition, food distribution, nuclear fallout).	I U H	K3	2 7	3b 4f		(C) Environmental influences (V1) Responsibility (V1) Social concern
The student knows that many community health problems still need to be solved (e.g., drug addiction, control of venereal disease, environmental pollution).	I U H	G2 K8	2 7	2a 3b 4f		(C) Health problems (C) Environmental influences (V1) Inquiry (V1) Social concern
The student knows the problems developing countries have in establishing health services and programs for the training of health workers and education of citizens.	U H	K3	2 7	2a 2c 3b 4f		(C) Health precautions (C) Environmental influences (V1) Social concern

3.0 Community Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.4 Individual Responsibility for Community, National and World Health (Cont.)						
The student knows the efforts of international organizations directed toward helping nations solve their health problems (e.g., the work of UNICEF, WHO, AID, UNESCO, FAO).	I U H	K7	2 7 8	2c 3b 4f	3.61	(C) Resources, community (V1) Responsibility (V1) Social concern
The student knows ways in which an individual can cooperate with various governmental and volunteer agencies in solving community health problems (e.g., making monetary contributions, donating time, observing health rules and regulations).	I U H	K7	2 8	2c		(C) Resources, community (C) Self-concept (V1) Responsibility (V1) Social concern

3.0 Community Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.5 Environmental Health Problems						
The student knows the location and use of print and non-print materials related to environmental health problems (e.g., Reader's Guide: "Air Pollution", "Radiation", "Population-Overpopulation", "Communicable Diseases"; card catalog: "Accidents-Prevention", "Housing"; Area and Building Audio-Visual Catalogs: "Pollution, Water", "Sanitation-Food", "Disease, Communicable").	I U H	K6	3 7 8			(C) Resources, health (C) Safety (C) Population (V1) Inquiry
The student knows that heredity and environment, alone or in combination, are factors that operate to aid or retard the development of disease.	I U H	K8	2 7			(C) Environmental influences (V1) Social sensitivity
The student knows that in an attempt to solve specific health problems other problems can arise (e.g., side effects of new drugs, toxic conditions from sprays).	I U H	K8	2 7			(C) Environmental influences (V1) Social sensitivity
The student knows the kinds of problems which must be solved in order to maintain a healthful community environment, such as pollution, traffic, housing, safety hazards, waste disposal, overcrowding, food and water, sanitation, control of vectors.	I U H	K8	2 7	2a 3b 4f		(C) Environmental influences (C) Resources, community (V1) Social sensitivity

3.0 Community Health
3.5 Environmental Health Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
3.51 Sanitation Problems						
The student knows the kinds of problems involved in meeting the sanitation needs of the community.	I U H	K3	2 7	2a 3b 4f		(C) Environmental influences (C) Community (V1) Social concern (V1) Cooperation
The student knows that the increasing amount of solid waste and refuse has created problems of disposal.	I U H	K8	2 7	2a 3b 4f		(C) Environmental influences (C) Relations
The student knows reasons for setting standards of quality for products and services used by the public.	I U H	K8 K9	2 8	2a 2c		(C) Resources, community (V1) Responsibility
The student knows the ways food can be prepared and maintained in a safe condition (e.g., sterilization by heat or chemicals, refrigeration, pasteurization, cleanliness of handlers).	I U H	K7	2 7	2c		(C) Health habit (V1) Responsibility
The student knows that certain personal sanitation problems including lice, ringworm and gingivitis, need constant vigilance to prevent, control and eradicate.	I U H	K3	2			(C) Health habit

3.0 Community Health
3.5 Environmental Health Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.52 Disease						
The student knows ways in which treatment of disease by quacks and faddists can be damaging to one's health.	I U H	K8	2 7	4d		
The student knows the role of research in the prevention and control of disease.	I U H	K8	2 7	2a 2c 3b 4f		(C) Learning (V1) Inquiry
The student knows the kinds of problems which concern public health agencies (e.g., communicable disease control, dental health, maternal and child care, mental health).	U H	K3	2 8	2a 2c 3b 4a 4f		(C) Resources, community (V1) Social concern
The student knows reasons why some diseases may become established long before they are detected by signs, symptoms or laboratory examinations (e.g., incubation period may be long, prolonged exposure may be necessary to establish infection, effective diagnostic techniques have not been developed).	I U H	K3	2 7			(C) Health precautions (V1) Responsibility
The student knows that prevention of a specific disease can often be accomplished by eliminating apparent causative factors of the disease.	I U H	K8	2 7	2a 2c		(C) Health precautions
The student knows the benefits of keeping personal medical records, such as having an immunization record, recording allergic responses.	I U H	K3	2			(C) Health precautions (V1) Responsibility
The student knows the advantages and limitations of insurance in meeting rising costs of medical care (e.g., eligibility requirements, cost of premiums, variability of plans, payment ceilings).	U H	K3 K7	2 8	2c 3b 4f		(C) Resources, health

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.52 Disease (Cont.)						
The student knows preventive measures which the individual uses in maintaining good health, including periodic dental and medical examinations, regular eye check-ups, good health habits.	P I U H	K8	2	3b 4f		(C) Health precautions (V1) Self-respect
The student knows that causes of some diseases are still unknown to medical science.	I U H	K8	2	4a		
The student knows some kinds of diagnostic devices which are used to determine one's physical condition (e.g., X-ray, electrocardiograph, electroencephalograph).	P I U H	K3	2	3b 4f		(C) Technology
The student knows corrective devices which have been developed to restore bodily functions (e.g., artificial heart, dialysis devices, prosthetic devices).	I U H	K3	2			(C) Life, function (C) Technology (V1) Self-concept

3.0 Community Health
3.5 Environmental Health Problems
3.52 Disease

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.521 History of Disease						
The student knows that there are many diseases which have been present throughout history (e.g., heart disease, cancer, epilepsy, leprosy).	I U H	G2 K6	2			(C) Environmental influences
The student knows ways the course of history has been influenced by disease.	I U H	K8	2			(C) Environmental influences
The student knows some literary works which contain references to disease (e.g., Bible, Julius Caesar, Christmas Carol by Dickens).	I U H	K3	2			(C) Culture
The student knows the contributions of many scientists toward the control of disease-producing agents (e.g., Pasteur, Jenner, Lister, Salk, Fleming, Koch).	I U H	K3	2	2a 4a		(C) Culture

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
3.522 Communicable Diseases						
The student knows the communicable diseases which are still serious threats in certain parts of the world (e.g., measles, polio, diphtheria, smallpox, venereal diseases, malaria, cholera, tuberculosis).	I U H	K3	2 7	3b 4a 4f		(C) Environmental influences
The student knows some communicable diseases that have been controlled by vaccines in our country (e.g., smallpox, polio, measles).	I U H	K8	2 7	3b 4a 4f		
The student knows factors affecting the occurrence of communicable diseases (e.g., concentration of population, availability of health services, use of sanitary techniques).	I U H	K3 K8	2 7	2c 3b 4a 4f		(C) Environmental influences (C) Resources, community
The student knows factors which determine the onset and course of a communicable disease (e.g., one's physical condition, the body's natural defenses, virulence of the causative organism, adequacy of treatment).	I U H	K3 K8	2 7			(C) Health habit (C) Health precautions
The student knows the common kinds of bacteria which are harmful to man.	I U H	K3 K8	2			(C) Health precautions
The student knows ways in which bacteria are useful in man's efforts to live healthfully.	I U H	K7	2			
The student knows ways in which the four general groups of disease-causing organisms (virus, fungus, bacteria, protozoa) affect the body.	I U H	K7	2 7			(C) Health precautions

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.522 Communicable Diseases (Cont.)						
The student knows the conditions under which microscopic organisms multiply rapidly (e.g., optimum conditions of temperature, light or darkness, food, oxygen, moisture).	U H	K3	2			(C) Health precautions
The student knows that the respiratory tract is the point of entry for many common diseases (e.g., common colds, influenza, rheumatic fever).	P I U H	K3	2 7			(C) Health precautions
The student knows reasons that respiratory diseases are highly contagious.	P I U H	K3 K8	2 7			(C) Health precautions
The student knows that communicable diseases are spread in various ways (e.g., by direct contact with infected person or carrier; by infected food, air and/or water; by contact with contaminated articles; by insect and animal vectors).	P I U H	K7	2 7			(C) Health precautions (V1) Responsibility
The student knows ways man can be infected by disease organisms carried by animals (dogs, cats, birds, horses, cattle, swine, squirrels, chipmunks, bats, rats, mice, turtles).	P I U H	K8	2			(C) Health precautions
The student knows ways to control insects in the home.	I U H	K7	2			(C) Environmental influences (C) Health precautions
The student knows reasons that improper sewage and waste disposal can contribute to the spread of disease.	I U H	K8	2			(C) Environmental influences (C) Health precautions (V1) Responsibility

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3.5 Environmental Health Problems
3.52 Disease

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.522 Communicable Diseases (Cont.)						
The student knows common communicable diseases for which the body develops no lasting antibodies (e.g., common cold, veneral disease, influenza).	I U H	K3	2			(C) Health precautions
The student knows symptoms which are common to and appear early in many communicable diseases (e.g., runny nose, sore throat, swollen lymph glands, watery eyes).	I U H	K3	2 7			(C) Health precautions
The student knows that venereal diseases are communicable diseases usually spread by intimate physical contact.	U H	G2 K8	2 7			(C) Health precautions (V1) Social concern
The student knows that no vaccine has been developed to protect man against venereal disease.	U H	G2 K7	2 7			(C) Health precautions
The student knows that gonorrhea and syphilis are the two most serious types of venereal disease in the United States.	U H	K3	2 7			
The student knows the symptoms of syphilis and gonorrhea.	U H	K3	2 7			(C) Health precautions
The student knows preventive measures and sources of treatment for venereal diseases.	U H	K7	2 7	3b 4a 4f		(C) Health precautions (V1) Responsibility

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3.52 Disease

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.522 Communicable Diseases (Cont.)						
The student knows that the body does not develop antibodies which will protect against subsequent infections from venereal disease.	U H	K8	2 7			(C) Health precautions
The student knows reasons that the spread of venereal diseases is difficult to control (e.g., unrecognized symptoms, ignorance, shame, apathy).	U H	K8	2 7	1a 1b 2c		(C) Health precautions (V1) Responsibility
The student knows that venereal diseases can be cured if treated in the early stages.	U H	K3	2 7			(C) Health habit (V1) Responsibility
The student knows some of the conditions which result from untreated or inadequately treated venereal disease (e.g., sterility, neurological damage, congenital defects, blindness in the newborn offspring, death).	U H	K7 K8	2 7			(C) Health habit
The student knows ways in which the individual shares responsibility for the control of venereal diseases by gaining knowledge about the diseases, getting treatment if infected, and cooperating with public health authorities in locating contacts.	U H	K7	2 7	2c		(C) Health precautions (V1) Responsibility

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3.52 Disease

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.523 Non-communicable Diseases						
The student knows chronic conditions which are among the leading causes of death in the United States (e.g., heart disease, cancer, stroke).	I U H	G2 K3 K7	2			
The student knows that the longer life span brings an increase in the incidence of chronic disorders.	U H	K8	2			(C) Life, function
The student knows the economic and/or emotional effects on the family when a family member has a chronic or disabling disease.	U H	K8	2	1a 1b		(C) Family life (C) Emotional health (V1) Social concern
The student knows some diseases that develop as a result of a specific body dysfunction (e.g., diabetes, Addison's disease, glaucoma).	I U H	K8	2			(C) Life, function
The student knows ways in which disease, disorders and/or changes in body chemistry can cause an individual's behavior to change, including personality changes, changes in habit patterns, mental confusion.	U H	K8	2	1a 1b		(C) Health precautions (V1) Self-concern
The student knows the major chronic disorders, including cardio-vascular diseases, cancer, diabetes, mental illness, chronic respiratory diseases, arthritis.	I U H	K2	2			
The student knows the early symptoms of chronic, degenerative diseases such as cancer, cardio-vascular disease chronic bronchitis, emphysema, arthritis.	I U H	K3	2 7			(C) Health precautions (V1) Responsibility
The student knows that some chronic diseases tend to go through periods of remission or spontaneous reduction of symptoms.	I U H	K3	2 7			(C) Health precautions (V1) Responsibility (V1) Social concern

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.523 Non-communicable Diseases (Cont.)						
The student knows reasons that individuals who have chronic diseases, such as arthritis and cancer, are particularly susceptible to quackery and faddism.	U H	K8	2 7			(C) Health precautions (C) Treatment, medical (V1) Responsibility (V1) Judgment
The student knows that quack medicines may appear to cure a specific disease when the truth is that temporary remissions even without medication are characteristic of that disease.	U H	K8	2 7			(C) Health precautions (C) Treatment, medical (V1) Judgment
The student knows some kinds of cancers can be arrested or cured.	I U H	G2 K7	2			
The student knows that cancer is a class of diseases characterized by abnormal, uncontrolled growth of cells which usually results in destruction of healthy tissue.	I U H	K2 K3	2 7			
The student knows that scientists and medical professionals have many different theories about the causes of cancer, including viruses, diet, contact with carcinogens.	I U H	K3 K8	2			(C) Resources, community (V1) Self-respect (V1) Responsibility
The student knows the strides that medical science has made toward improving techniques of diagnosis and treatment of cancer.	I U H	K8	2 7	3b 4a 4f		(C) Health precautions (V1) Social concern
The student knows reasons that early diagnosis of cancer is essential for a cure or stage of arrest.	I U H	K8	2 7			(C) Health precautions

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3.0 Community Health
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3.52 Disease

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.523 Non-communicable Diseases (Cont.)						
The student knows the seven warning signals of cancer: unusual bleeding or discharge, indigestion or difficulty swallowing, a lump or thickening anywhere in the body, a sore that does not heal, prolonged change in bowel or bladder habits, persistent hoarseness or cough, change in appearance of a wart or mole.	I U H	K3	2 7			(C) Health precautions (V1) Self-respec (V1) Responsibility
The student knows that some types of disorderly cell growths are not cancerous (e.g., benign tumors, warts, cysts).	I U H	G2 K3	2			
The student knows ways in which cardiovascular problems are treated (e.g., surgery, medication, dietary control).	I U H	K7	2 7			
The student knows some of the disorders which can occur to the cardio-vascular system (e.g., coronary thrombosis, atherosclerosis, varicose veins).	U H	K3	2 7			
The student knows some of the risk factors associated with the occurrence of cardio-vascular disorders (e.g., lack of exercise, heredity, overweight, high blood pressure).	I U H	K8	2			(C) Health precautions (V1) Self-respec
The student knows that research has disclosed an association between smoking habits of individuals and certain chronic diseases such as circulatory problems, lung cancer, emphysema, etc.	I U H	K8	2 7			(C) Health precautions (V1) Self-respec
The student knows ways in which improper diet, smoking, lack of exercise, aging and environmental hazards can be causative factors in the development of some chronic disorders.	I U H	K8	2			(C) Health precautions

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.523 Non-communicable Diseases (Cont.)						
The student knows that allergies can be caused by exposure to substances from various sources (e.g., animals, food, pollen, bee stings).	P I U H	K8	2			(C) Health precautions
The student knows the reasons that authorities consider alcoholism a disease.	I U H	K3	2 7			(C) Health habit

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.53 Safety Hazards						
The student knows places where potential environmental safety hazards can exist, such as home, school, construction sites traffic areas, recreation spots.	P I U H	K6	2 5	4d	4.6	(C) Environmental influences (C) Safety (V1) Responsibility
The student knows the safety hazards existing in the environment when animals are not controlled.	P I U H	K8	2 5			(C) Environmental influences (C) Safety
The student knows poisonous plant substances which appear in the environment (e.g.. rhubarb leaves, night shade, fox glove, poison oak and ivy).	P I U H	K3 K4	2 5		4.6	(C) Environmental influences (C) Safety
The student knows those poisonous snakes, plants and insects to be avoided in an individual's environment.	P I U H	K3	2 5		4.6	(C) Environmental influences (C) Safety

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.54 Pollution						
The student knows that control of environmental pollution requires the cooperation of all citizens in the community.	P I U H	K3	2	2c		(C) Environmental influences (C) Resources, community (V1) Responsibility (V1) Social concern
The student knows reasons for the establishment of air quality standards, including protection of human health, welfare, agriculture, and property.	I U H	K3 K7	2 8	2a 2c		(C) Environmental influences (V1) Social concern
The student knows that medical research has found a relationship between air pollution and specific diseases.	P I U H	K8	2	3b 4a 4f		(C) Health precautions (C) Environmental influences (V1) Inquiry
The student knows the principal causes of air pollution, including burning of fuels, public works activities (road building, street-sweeping), construction, natural occurrences (dust storms, wind), chemicals from industries.	P I U H	K8	2			(C) Environmental influences (C) Health precautions
The student knows materials that can pollute the atmosphere (e.g., gases, smoke, vapors, pesticides, radiation).	P I U H	K3	2			(C) Environmental influences
The student knows ways in which misuse of home appliances which use gas, oil or coal can be dangerous to the environment.	P I U H	K8	2 5			(C) Environmental influences (C) Health precautions (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.54 Pollution (Cont.)						
The student knows that causes of water pollution include: sewage systems draining into lakes, rivers and ocean; salt water seeping into fresh water supplies; discharge of industrial waste.	I U H	K8	2			(C) Environmental influences (C) Health precautions
The student knows that methods for controlling water pollution are being researched and tested by many agencies including public health services, water control agencies, environmental quality commissions, etc.	I U H	K7	2 8	2c 3b 4a 4f		(C) Resources, community
The student knows factors important in water conservation, including uses of water, sources of local water supplies, effect of lack of water on a local community, methods of replenishing water supplies, ways water is being wasted, methods of water storage, and methods for purifying sea water.	P I U H	K3 K8	2	2c		(C) Environmental influences (C) Resources, community
The student knows that waters which are allowed to accumulate can become environmental health hazards.	P I U H	K8	2			(C) Environmental influences
The student knows that litter is a careless scattering of discarded items including paper, cans, bottles, car bodies, garbage, etc.	P I U H	K2 K3	2			(C) Environmental influences (V1) Social concern (V1) Responsibility
The student knows ways in which litter contributes to the total environmental pollution problem.	P I U H	K3 K8	2			(C) Environmental influences (V1) Responsibility (V1) Social concern

3.0 Community Health
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.54 Pollution (Cont.)						
The student knows ways in which the individual can help clean up the environment (e.g., picking up litter, encouraging others to practice anti-litter habits, not throwing litter).	P I U	K3	2	2c		(C) Environmental influences (V1) Responsibility (V1) Social concern
The student knows that causes of the ever-increasing levels of noise pollution include traffic, emergency vehicles, industry, recreational vehicles, entertainment activities.	P I U H	K8	2	4d		(C) Environmental influences
The student knows common examples of visual pollution of the environment, including billboards, business lighting and displays, freeway structures, land-use variations, high-rises, etc.	P I U H	K8	2			(C) Environmental influences

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.55 Radiation						
The student knows that radioactive particles are present in the air in varying amounts at all times.	I U H	G2 K3	2			(C) Health precautions
The student knows that the cumulative effects of radiation on reproductive cells can result in the occurrence of mutations in later generations.	I U H	K8	2			(C) Health precautions (C) Heredity (V1) Social concern
The student knows ways that the controlled use of radioactive materials and X-ray can be beneficial, including research, diagnosis, therapy.	U H	K7 K8	2			(C) Resources, community (V1) Education
The student knows that state and federal agencies have established regulations governing safety in radiation (e.g., safe shipment of materials, proper storage, specified usage, disposal of waste materials).	I U H	K7 K9	2 8	2c		(C) Resources, community (C) Social control (C) Safety (V1) Social concern

3.0 Community Health
3.5 Environmental Health Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.56 Overpopulation						
The student knows ways in which overcrowding can affect the health and well-being of the individual.	U H	K8	2			(C) Environmental influences (V1) Respect for others
The student knows the reasons that the increased concentration of population in metropolitan areas increases the number and variety of public health problems.	I U H	K8	2			(C) Environmental influences
The student knows the environmental health problems which can result from overpopulation of animals.	P I U H	K8	2			(C) Environmental influences

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3.5 Environmental Health Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.57 Housing						
The student knows government provisions established to aid in providing adequate housing, such as zoning laws, construction standards, building codes, design control, low-cost housing.	I U H	K3 K9	2 8	2c		(C) Resources, community (C) Social control (V1) Social concern
The student knows problems involved in providing adequate housing for a community, such as availability of land, sewage facilities, and finances.	I U H	K3	2	2c		(C) Environmental influences

3.0 Community Health
3.5 Environmental Health Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.58 Occupational Environment (also refer to 4.9)						
The student knows that the occupational environment of the individual can affect his physical, mental and emotional well-being.	U H	K8	2	3a 4b 4d	4.9	(C) Environmental influences
The student knows the cost to employers of absenteeism on the job.	U H	K3 K8	2 7	6d		(C) Health, costs
The student knows that the increasing complexity of the occupational environment demands continued evaluation of atmosphere and working conditions by businesses and industries.	U H	K8	2		4.9	(C) Environmental influences (V1) Respect for others

3.0 Community Health
3.6 Community Resources

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
3.61 Health and Safety Agencies and Organizations						
The student knows agencies involved in maintaining a healthy community and their functions (e.g., health departments & services, planning commissions, water boards, sewage treatment plants, insect control boards, voluntary health agencies).	I U H	K2 K7	2 8	2c 3b 4f		(C) Resources, community (V1) Education
The student knows the ways in which the various agencies involved in community health cooperate and complement each other (e.g., the health department works with the water department to check and maintain water purity).	I U H	K7	2 8			(C) Resources, community (V1) Communicatio
The student knows the regulatory function of the Food and Drug Administration, Federal Trade Commission and Post Office Dept. regarding advertising and the sale of fraudulent products.	P I U H	K1 K7	2 8	2c 3b 4f		(C) Resources, community
The student knows that reliable information on nutrition, health products, and health services can be obtained from professional organizations such as the American Medical Association and American Dental Association.	I U H	K1 K6	2 8	2c 3b 4f		(C) Resources, community (V1) Education
The student knows that there are many organizations that contribute to world health (e.g., World Health Organization, UNICEF, U. S. Public Health Service, Peace Corps).	P I U H	K7	2 8	2c 3b 4f		(C) Resources, community (C) Internationalism (V1) Education
The student knows voluntary organizations which work toward community health (e.g., Planned Parenthood, American Cancer Society, March of Dimes, American Red Cross).	I U H	K7 K8	2 8	2c 3b 4f		(C) Resources, community (V1) Social concern

3.0 Community Health
3.6 Community Resources

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.62 Public Support						
The student knows factors which contribute to a successful community health program, including quality of personnel and facilities and public support.	I U H	K3 K8	2	2c		(C) Resources, community (V1) Cooperation
The student knows the individual's responsibility to support community health regulations.	P I U H	K7 K8	2 8	2c		(C) Resources, community (V1) Cooperation

3.0 Community Health
3.6 Community Resources

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.63 Consumer Education (also refer to 2.9)						
The student knows that the American consumer is protected by many laws governing food practices.	I U H	K2	2 8	2c		(C) Resources, community
The student knows that disease and death are costly (e.g., monetary loss, productivity loss, cost of facilities and personnel for health care).	I U H	G2 K3 K8	2			
The student knows that the cost of health and medical care comprises approximately 5% of the lifetime income of an individual.	U H	K3	2			(C) Health costs
The student knows that an extensive health problem can be an economic catastrophy (e.g., chronic diseases requiring extensive hospitalization).	U H	K8	2			(C) Health costs

3.0 Community Health
3.6 Community Resources

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.64 Future Health Planning						
The student knows that the purpose of health insurance is to protect individuals and families from unpredictable medical costs.	I U H	K3	2 8	4a		(C) Resources, health
The student knows kinds of government assistance available to assist with health care needs of low-income people (e.g., Medicare, clinics, welfare).	I U H	K3	2 8	2c		(C) Resources, health

3.0 Community Health
3.6 Community Resources

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.65 Individual Action						
The student knows individual responsibilities for community health care, including influencing health legislation, supporting health services, assisting voluntary health organizations, reporting quackery and fraud, and supporting law enforcement.	U H	K3 K8	2	2c		(C) Resources, community (V1) Responsibility (V1) Social concern

3.0 Community Health
3.6 Community Resources

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
3.66 Health Care						
The student knows ways that the community's public servants contribute to health care (e.g., policemen, doctors, social workers).	P I U H	K5 K7	2 8	2c 3b 4a 4f		(C) Resources, community
The student knows community centers of health care (e.g., hospitals, clinics, nursing homes, convalescent centers).	I U H	K3 K7	2 8	2c		(C) Resources, community

3.0 Community Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.7 Health Careers						
The student knows the location and use of print and non-print materials related to health careers (e.g., Pamphlets: "Chronicle Guidance Monographs"; Area and Building Audio-Visual Catalogs: "Careers", "Occupations", "Health Career"; card catalog: "Medicine as a Profession", "Careers", "Occupations").	P I U H	K6	9	3b 4a 4b 4d 4f		(C) Resources, health careers (V1) Inquiry

3.0 Community Health
3.7 Health Careers

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.71 Supply and Demand for Trained Health Specialists						
The student knows factors which influence the supply and demand for trained health specialists, including population of an area, location of business and industry, mobility of families, and health resources in an area.	I U H	K3 K8	9	6a		(C) Vocation
The student knows that health occupational opportunities have increased in recent years because of advances in medical and allied sciences, medical needs of a growing population, and an increasing awareness that medical attention is needed for optimum health.	I U H	K4 K8	9	6a 6e		(C) Vocation
The student knows that health-related careers have become the largest vocational group in our country.	I U H	K4	9	6a		(C) Vocation

3.0 Community Health
3.7 Health Careers

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.72 Career Opportunities in Health and Allied Fields						
The student knows various vocational opportunities which exist in health and allied fields.	I U H	K3	9	4a 4b 4f 6a 6e		(C) Vocation
The student knows some of the important social, economic and political factors which influence the opportunities for health careers (e.g., changing organization of governmental agencies, changing social attitudes and values, increased remuneration for these services)	U H	K3 K8	9	4b 4f 6a 6e		(C) Vocation
The student knows that man's concern for his environment has brought about many new health careers in the areas of pollution regulation, population control, community planning, etc.	P I U H	K8	9	4b 4f 6a 6e		(C) Vocation (C) Environmental influences
The student knows that man's quest for scientific knowledge has opened many new health-related careers (e.g., space exploration, undersea exploration, electronics, cryogenics, food technology).	P I U H	K8	9	4b 4f 6a 6e		(C) Vocation (V1) Inquiry

3.0 Community Health
3.7 Health Careers

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.73 Educational Requirements and Entry Level Skills						
The student knows where to obtain information relating to various health careers.	I U H	K6	9	4a 4d 4f 6a		(C) Vocation
The student knows the institutions which provide education and training in various health careers.	I U H	K7	9	4d		(C) Vocation
The student knows that educational requirements and entry level skills vary for different health occupations.	I U H	G2 K3	9	4d		(C) Vocation
The student knows that some skills are basic to most health careers: reading, writing and computation.	U H	K3	9	4a 4b 4d		(C) Vocation

3.0 Community Health
3.7 Health Careers

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.74 Personal Characteristics						
The student knows that an individual needs to consider specific requirements of a job as they relate to his special interests, limitations and aptitudes when selecting a career.	I U H	K3	9	3b 4a 4d 4g		(C) Vocation
The student knows that personal characteristics, including intelligence, attitudes, habits and appearance, can influence career success.	I U H	K3	9	3b 4a 4d		(C) Vocation
The student knows that an individual's health career selection is influenced by many factors, including personal factors, geographical location, family background, counseling assistance, career preparation.	I U H	K8	9	4a 4b 4d		(C) Vocation
The student knows ways in which personal characteristics, including ability to manage time and resources, enthusiasm for job, motivation to improve education and skills, and ability to relate with others, can affect job performance.	I U H	K3 K8	9	1c 2b 3b 4a 4b 5b 6d		(C) Vocation

3.0 Community Health
3.7 Health Careers

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.75 Personal Rewards						
The student knows that there are personal rewards resulting from careers in health (i.e., improving individual and community health, giving service to others, contributing to promotion of world health, increasing the longevity and vitality of life).	U H	K8	9	2a 2b 2c 4a 4e		(C) Vocation (C) Self-concep

3.0 Community Health

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.8 Rules, Regulations and Laws						
The student knows legal recourses available to the individual who encounters violations of health, sanitation and pure food laws.	I U H	K7 K8	2 8	2c	2.9 3.61 3.63	(C) Resources, community (V1) Education
The student knows that laws and regulations governing sanitation, food, drugs and health-related matters are different in various countries (e.g., laws concerning legal levels of air and water pollution, marijuana use, alcohol use).	I U H	K5	2 5 7		3.52	(C) Resources, community (V1) Education
The student knows laws that particularly concern youth (e.g., Oregon law permits minors to be treated for venereal disease without parental consent; Oregon law permits a doctor to prescribe birth-control pills for a single female; under Oregon law persons under 21 are not permitted to be where liquor is served).	I U H	K2 K3	2 5 8	2c	3.52	(C) Resources, community (V1) Education
The student knows possible sources of help with health problems in a foreign country.	I U H	K3	2 5 7	2c		(C) Resources, community (C) Health precautions

4.0 Safe Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.1 Definition and Factors of Safe Living						
The student knows that safe living is the keeping of oneself and others free from danger or accident.	P I	K2	2 5	1b 1c 2b	4.51	(C) Safety precautions (V1) Responsibility (V1) Social concern
The student knows that safe living requires (1) good physical and mental health, (2) an awareness of potential hazards in the environment, (3) exercise of safety habits including observance of rules, regulations, and laws.	P I U H	K2 K3	2 5			(C) Safety precautions (C) Environmental influences (V1) Responsibility (V1) Self-discipline

4.0 Safe Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.2 Accident Prevention						
The student knows the location and use of print and non-print materials related to accident prevention (e.g., card catalog: "Accidents-Prevention"; Reader's Guide: "Accidents-Prevention"; Area and Building Audio-Visual Catalogs: "Accidents-Prevention"; Pamphlet File: Vertical File Index).	P I U H	K6	5			(C) Resources, health (V1) Inquiry

4.0 Safe Living
4.2 Accident Prevention

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.21 Definition of Accident The student knows that an accident is an unplanned act or event which often results in injury or death to persons or in damage to property.	P I U H	K2	2			(C) Safety (V1) Self-respect (V1) Respect fo others

4.0 Safe Living
4.2 Accident Prevention

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.22 Causes of Accidents						
The student knows that most accidents can be prevented.	P I U H	G2 K7	2 5	2b		(C) Safety precautions
The student knows that most accidents have multiple causes.	P I U H	G2 K8	2 5			(C) Safety precautions
The student knows that certain human factors may contribute to accidents in the home, school and community (e.g., lack of knowledge, lack of responsibility, poor physical and mental conditions).	P I U H	K8	2 5	2b 2c	4.231	(C) Safety precautions (V1) Education (V1) Responsibility
The student knows physical limitations and conditions which can contribute to accidents (e.g., fatigue, poor eyesight, deafness, pain, effects of drugs, diabetes, epilepsy).	P I U H	K3 K8	2 5	1a 2b 4b	4.231	(C) Safety precautions
The student knows psychological factors which can contribute to accidents (e.g., anger, fear, depression, stress).	P I U H	K8	2 5	1a 2b		(C) Environmental health (V1) Self-discipline (V1) Responsibility
The student knows behavior patterns which can contribute to accidents (e.g., carelessness, ignoring of potential hazards).	P I U H	K3 K8	2 5	2b		(C) Safety precautions (V1) Responsibility
The student knows safety hazards in the home which are major causes of accidents (e.g., faulty appliances, slippery floors, cluttered areas).	P I U H	K8	2 5			(C) Safety precautions (V1) Responsibility (V1) Respect for others

4.0 Safe Living
4.2 Accident Prevention

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.22 Causes of Accidents (Cont.)						
The student knows that run-down buildings and faulty vehicles and equipment create serious safety hazards in the community.	P I U H	K8	2 5	2b 2c		(C) Safety precautions (C) Environmental influences (V1) Responsibility

4.0 Safe Living
4.2 Accident Prevention
4.23 Elimination of Accidents

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.231 Education and Research, Role of						
The student knows that research in psychology, sociology, engineering, economics, medicine and statistics is producing significant findings which are aiding in the reduction of accident hazards.	I U H	K7 K9	2 5			(C) Resources, community (C) Learning (V1) Inquiry
The student knows that research shows accidents to be the leading cause of death among persons under 35.	I U H	K8	2 5			(C) Safety
The student knows agencies which share responsibility for keeping the public informed of safety practices relating to accident prevention (e.g., National Safety Council, Red Cross, American Automobile Association).	I U H	K8	2 5	2c 3b 4f	3.6 4.69	(C) Resources, community
The student knows that individuals can learn good safety habits and develop the ability to exercise judgment through education and practice.	P I U H	K7	2 5	2b 5b		(C) Safety precautions (V1) Education (V1) Self-discipline (V1) Responsibility (V1) Decision-making
The student knows that information about the causes and kinds of accidents helps the individual and community plan actions to reduce accidents.	P I U H	K8	2 5	2c		(C) Resources, community (V1) Education (V1) Cooperation (V1) Initiative (V1) Inferring (V1) Predicting

4.0 Safe Living
4.2 Accident Prevention
4.23 Elimination of Accidents

COURSE GOALS	Level P/I/J/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.232 Individual Responsibility						
The student knows that safety habits and attitudes develop largely in early life.	P I U H	K3 K8	2 5	1a		(C) Values (C) Self-concept (C) Motivation (V1) Self-respect (V1) Restricting behavior
The student knows that the individual has the responsibility for gaining knowledge, developing skills, attitudes and habits which contribute to good safety practices.	P I U H	G2 K9	2 5	2b		(C) Safety precautions (V1) Responsibility
The student knows ways in which cooperation with others contributes to a safe environment.	P I U H	K8	2 5	1c 6c		(C) Interpersona relations (V1) Respect for others (V1) Cooperation
The student knows that alertness contributes to accident prevention.	P I U H	G2 K8	2 5			(C) Safety precautions (V1) Responsibility
The student is able to avoid common actions and practices which are a potential cause of accidents.	P I U H	P65	2 5	2b 6d		(C) Safety precautions (V1) Self-discipline (V1) Predicting

4.0 Safe Living
4.2 Accident Prevention
4.23 Elimination of Accidents

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.233 Safety Measures						
The student knows common safety precautions used to eliminate hazards (e.g., cleaning up litter, repairing faulty equipment, reporting and eliminating attractive nuisances).	P I U H	K8	2 5	2b 6d		(C) Safety precautions (V1) Responsibility
The student knows that the increasing complexity of the environment often requires different and more extensive safety practices (e.g., freeways vs. town traffic, small town vs. metropolitan experiences, single family dwellings vs. multiple family housing).	I U H	K8	2 5	2b 6d		(C) Environmental influences (C) Cultural change (C) Adaptation
The student knows that regular inspection and care of equipment helps to prevent accidents.	P I U H	K8	2 5	2b 6d		(C) Safety precautions (V1) Self-discipline (V1) Responsibility
The student knows that adequate supervision of many individual and group activities is a factor in accident prevention.	P I U H	K3 K8	2 5	2b 6c		(C) Safety precautions (V1) Responsibility
The student knows that community safety measures include the development and enforcement of standards relating to design and construction of buildings, roads, vehicles, appliances, tools and equipment.	I U H	K3 K9	2 5	2c		(C) Safety precautions (C) Environmental influences (C) Social control
The student knows that rules, regulations and laws are necessary in a complex society in order to protect everyone's safety and freedom.	P I U H	K2	2 5	2c		(C) Safety precautions (C) Social control

4.0 Safe Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.3 Traffic Safety The student knows the location and use of print and non-print materials related to traffic safety (e.g., Reader's Guide: "Traffic Safety and Automobile Driving"; card catalog: "Traffic Accidents"; Area and Building Audio-Visual Catalogs: "Traffic Safety"; Pamphlets; State Division of Motor Vehicles.	P I U H	K6	5			(C) Resources, safety (V1) Inquiry

4.0 Safe Living
4.3 Traffic Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.31 Accident Prevention (also refer to 4.2)						
The student knows that observing traffic rules is necessary for safe movement of pedestrians and vehicles.	P I U H	K2 K8	2 5	2c		(C) Safety, traffic (V1) Responsibility
The student knows that the role of law enforcement personnel in the prevention of accidents is to enforce traffic laws, supervise traffic, maintain traffic courts, and provide emergency help.	P I U H	K7	2 5	2c 3b 4f	4.231	(C) Safety, traffic (C) Resources, community

4.0 Safe Living
4.3 Traffic Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Taxonomy Content Headings	(C) Concept/ (V1, V2) Value Words
4.32 Pedestrians						
The student knows that pedestrians, particularly children and elderly persons, account for a sizable number of traffic accidents.	P I U H	K8	2 5		4.231	(C) Safety, traffic (V1) Empathy
The student knows the meanings of the three colors used for traffic lights.	P I	K2	2 5			
The student knows traffic signs, signals and regulations whose purpose is to promote pedestrian safety, such as: using crosswalks, obeying walk-wait signals and avoiding "jaywalking", walking on left of roadway, wearing light colored clothing.	P I U H	K7	2 5		4.23 4.231 4.64	(C) Safety, traffic (V1) Responsibility (V1) Education
The student knows that the pedestrian shares responsibility with the driver in the prevention of traffic accidents.	P I U H	K8	2 5		4.22 4.23 4.64	(C) Safety, traffic (V1) Responsibility (V1) Cooperation

4.0 Safe Living
4.3 Traffic Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.33 Motorcycles						
The student knows reasons for operating a motorcycle in a courteous and cautious manner.	U H	K3 K7	2 5	1b	4.231	(C) Safety, traffic (V1) Responsibility (V1) Inferring
The student knows that the motorcycle operator is responsible for the regular maintenance of equipment, such as: horn, headlights, brakes, muffler, mirrors and tires.	I U H	K7	2 5		4.231 4.232	(C) Safety precautions (V1) Responsibility
The student knows the laws regulating motorcycle operation (e.g., wearing of a helmet, using lights at all times).	U H	K2 K9	2 5		4.231	(C) Safety, traffic (C) Accident prevention (V1) Responsibility

4.0 Safe Living
4.3 Traffic Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.34 Recreational Vehicles						
The student knows that bicycle riders are required to observe the same rules and regulations on streets and highways as automobile drivers.	P I U H	K3	2 5			(C) Safety, traffic
The student knows appropriate play areas for children using recreational vehicles.	P I U H	K6	2 5		4.231 4.82	(C) Safety, traffic (C) Accident prevention (V1) Responsibility
The student knows that the safety rules for recreational vehicles (bicycles, tricycles, wagons, scooters, skates) include placing them out of the path of traffic when not in use.	P I U H	K3	2 5			(C) Safety, traffic (V1) Responsibility
The student knows guidelines for maintenance of a vehicle in safe operating condition.	P I U H	K7	2 5		4.231 4.54	(C) Safety, traffic (C) Accident prevention
The student knows the purpose and limitations to be considered in selecting a vehicle for use.	P I U H	K9	2 5		4.231	(C) Safety, traffic (V1) Responsibility (V1) Inquiry
The student knows that recreational vehicles require special operating skills which are necessary for safety.	P I U H	K7 K8	2 5		4.231 4.82	(C) Safety, traffic (C) Safety precautions
The student knows the safety practices necessary in the operation of recreational vehicles, such as using hand or light signals, observing traffic laws and regulations, and wearing appropriate clothing.	I U H	K7	2 5		4.231	(C) Safety, traffic (V1) Responsibility

4.0 Safe Living
4.3 Traffic Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.35 School Buses						
The student knows that courtesy, concern and caution in riding on a school bus contributes to the safety of one's self and others (e.g., being quiet, not blocking the driver's view in the rear-view mirror, and remaining seated).	P I U H	K8	2 5	1a	4.55	(C) Safety traffic (C) Interpersonal relations (V1) Responsibility (V1) Respect for others (V1) Cooperation

4.0 Safe Living
4.3 Traffic Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.36 In Car						
The student knows that most deaths and/or injuries resulting from automobile accidents occur when a person is thrown from a car.	P I U H	K8	2 5		4.231 4.379	(C) Safety, traffic
The student knows that the leading cause of accidental deaths is motor vehicle accidents.	I U H	K8	2 5		4.231	(C) Safety, traffic
The student knows the reasons for wearing safety devices while riding in a car.	P I U H	K3	2 5		4.231 4.233	(C) Safety, traffic (V1) Self-discipline (V1) Responsibility
The student knows the reasons for concern and caution when riding in a car (e.g., excess noise or activity can distract the driver; hands or heads extended out of the windows can be a hazard to the individual).	P I U H	K8	2 5	1a		(C) Safety, traffic (V1) Responsibility

4.0 Safe Living
4.3 Traffic Safety
4.37 Driver Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.371 Traffic and Environmental Problems Caused by the Automobile						
The student knows that a transportation system based upon the automobile has resulted in a high incidence of accidents, environmental pollution, and traffic congestion.	U H	G2 K8	2 5		4.22 4.231	(C) Safety, traffic (V1) Responsibility

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4.0 Safe Living
4.3 Traffic Safety
4.37 Driver Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.372 The Automobile - How It Runs and Must Be Maintained						
The student knows the names and functions of the systems of the automobile (e.g., power source, transmission, braking and suspension).	U H	K7	2	4d 5b		(C) Safety, traffic
The student is able to locate parts of the automobile for the purpose of maintenance and minor repairs (e.g., spark plugs, carburetor, radiator).	U H	P61	2	4d 5b		(C) Safety, traffic

4.0 Safe Living
4.3 Traffic Safety
4.37 Driver Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.373 Personal Limitations and Conditions Which Affect Driving Performance						
The student knows ways in which emotions, fatigue, age and physical handicaps may affect driving performance.	U H	K8	2 5	1a	4.22 4.231 4.233	(C) Safety, traffic (C) Safety precautions (V1) Self-knowledge (V1) Responsibility
The student knows some of the ways in which alcohol, drugs and carbon monoxide can affect a person's operation of the automobile.	U H	K8	2 5	1a	4.22 4.231	(C) Safety, traffic (V1) Responsibility (V1) Self-discipline

4.0 Safe Living
4.3 Traffic Safety
4.37 Driver Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.374 Natural Laws						
The student knows ways in which natural laws, including motion, gravity, energy, affect the operation of the automobile.	U H	K8	2 5		4.22 4.231	(C) Safety, traffic

4.0 Safe Living
4.3 Traffic Safety
4.37 Driver Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.375 Traffic Laws and Regulations and Accident Reporting						
The student knows the traffic regulations and laws regarding drivers, pedestrians, and motor vehicles.	I U H	K9	2 5		4.231	(C) Safety, traffic (V1) Responsibility
The student knows the purposes for traffic regulations and laws.	P I U H	K7	2 5			(C) Safety precautions (C) Safety, traffic
The student knows the legal and financial responsibilities of an individual involved in or witness to an accident.	I U H	K8	2 5			(C) Safety, traffic (V1) Responsibility
The student knows the procedures to follow in reporting an accident.	I U H	K7	2 5			(C) Safety, traffic (V1) Responsibility

4.0 Safe Living
4.3 Traffic Safety
4.37 Driver Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.376 Social and Economic Implications of Automobile Ownership						
The student knows the social implications of owning an automobile, including status, recreational and occupational mobility.	U H	K8	2 5	2c 4b		(C) Safety, traffic (C) Interpersonal relations (V1) Social sensitivity (V1) Self-image
The student knows that ownership of an automobile entails economic responsibilities, including cost of the automobile, repair and maintenance, insurance and license fees.	U H	K3 K8	2 5			(C) Safety, traffic (C) Safety, precautions (V1) Responsibility (V1) Self-knowledge
The student knows that automobile owners contribute to the financing of road repairs, motor vehicle administration, engineering, education, police and traffic control, through payment of special taxes and fees.	U H	K3 K8	2 5			(C) Safety, traffic (V1) Responsibility

4.0 Safe Living
4.3 Traffic Safety
4.37 Driver Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.377 Engineering, Education and Enforcement						
The student knows that the role of the traffic engineer is to design and plan streets and highways for safe transportation, to analyze present and predict future traffic patterns, to determine limitations in the transportation system, and to aid in the evaluation of driver characteristics and limitations.	P I U H	K7	2 5	3b 4a 4f	4.231	(C) Safety, traffic
The student knows the benefits that are derived from traffic law enforcement, such as individual safety, property protection.	I U H	K8	2 5	4a	4.231	(C) Safety, traffic (V1) Responsibility
The student knows the benefits to the individual and the community of a sound traffic safety education program.	I U H	K8	2 5		4.231	(C) Safety, traffic (V1) Responsibility

4.0 Safe Living
4.3 Traffic Safety
4.37 Driver Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.378 Driving Skills						
The student is able to perform pre-driving functions such as: locking the door, adjusting the driver's seat, adjusting the rear-view mirrors, fastening the seat belt, checking the fuel, checking the lights.	U H	P61 P65	2 5		4.231 4.233	(C) Safety, traffic (C) Responsibility
The student is able to perform basic maneuvers under an instructor's supervision such as: starting and stopping the car, moving the car forward and backward, steering and starting on hills, parking, signaling, passing, following.	U H	P61 P65	2 5		4.231	(C) Safety, traffic (C) Responsibility

4.0 Safe Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.4 Home Safety The student knows the location and use of print and non-print materials related to home safety (e.g., card catalog: "Accidents-Prevention"; Area and Building Audio-Visual Catalogs: "Safety, Home"; Reader's Guide: "Accidents-Prevention," "Electricity, Injuries from").	P I U H	K4	5			(C) Resources, safety (V1) Inquiry

4.0 Safe Living
4.4 Home Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.41 Accident Prevention (also refer to 4.2)						
The student knows that carelessness in housekeeping may cause accidents in all areas of the home.	P I U H	K8	2 5		4.22 4.23	(C) Safety precautions (V1) Responsibility
The student knows that many home accidents can be prevented if families develop habits of carefulness at home, practice fire drills at regular intervals, know where to locate the telephone numbers of the fire and police departments, have a family plan of escape, and conduct a periodic safety examination of the home.	P I U H	K7	2 5			(C) Safety precautions (C) Family life (V1) Responsibility (V1) Respect for others (V1) Cooperation
The student knows that to prevent accidents it is as necessary to know what not to do as it is to know what to do in an emergency situation.	P I U H	K10	2 5		4.22 4.231	(C) Safety precautions
The student knows contributions of cooperation, obedience, orderliness and sense of responsibility to home safety.	P I U H	K8	2 5		4.22 4.232	(C) Values (C) Family life (C) Safety precautions (V1) Cooperation (V1) Responsibility (V1) Inferring
The student knows the most common types of accidents that occur in the home (e.g., falling down stairs, tripping over toys, burning and/or scalding in the kitchen).	P I U H	K3 K5	2 5		4.231	
The student is able to take precautions in order to avoid accidents in the home (e.g., pick up toys, use handrail on stairs, use sturdy stools or ladders).	P I U H	P61	2 5		4.22 4.23	(C) Safety precautions (V1) Responsibility

4.0 Safe Living
4.4 Home Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.42 Falls						
The student knows that children and elderly people have a high accident rate involving falls, burns, poisonings, gun shot wounds and fire.	P I U H	K3	2 5			(C) Safety precautions (V1) Responsibility
The student knows that serious falls in the home can be caused by situations such as: poor lighting, slippery floors, loose throw rugs, clutter, lack of precaution in climbing and reaching, and unprotected openings.	P I U H	K8	2 5		4.22 4.23	(C) Safety precautions

4.0 Safe Living
4.4 Home Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.45 Fire						
The student is able to utilize protective devices in the home to prevent burns.	P I U H	P61 P63 P65	2 5			(C) Safety precautions (V1) Self-discipline
The student knows potential fire hazards in and around the home (e.g., smoker's carelessness, unattended fires, storing flammable substances).	P I U H	K8	2 5			(C) Safety precautions (V1) Responsibility (V1) Cooperation
The student knows that highly flammable substances, such as gasoline, cleaning fluids, and glue, must be used in the open away from any spark or flame.	P I U H	K2	2 5		4.22 4.23	(C) Safety precautions (V1) Self-discipline (V1) Responsibility
The student knows the effective procedures for reporting a fire in the home: locating and operating nearest fire alarm box, calling the fire department and accurately reporting and enlisting nearby help.	P I U H	K7	2 5			(C) Safety precautions (V1) Responsibility (V1) Education
The student knows the emergency procedures for protecting himself in case of fire (e.g., knowing (a) the family's alternate escape and reassembly plan, (b) that fresh air is always nearest the floor, (c) that open windows and doors increase the intensity of the fire, and (d) that it is not safe to jump from upper floors without safety devices).	P I U H	K7	2 5			(C) Safety precautions (V1) Self-confidence
The student knows the plan for escape from the house in case of fire or other emergency.	P I U H	K7	2 5			(C) Safety precautions (C) Family life (V1) Responsibility

4.0 Safe Living
4.4 Home Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.45 Fire (Cont.)						
The student knows effective methods for extinguishing fires caused by such materials as: grease, gasoline, wood, rubbish, plastics, paint, rubber and grass.	I U H	K7	2 5		4.22 4.23	(C) Safety precautions
The student knows the three major factors involved in controlling fires: reducing heat, eliminating oxygen supply and cutting off the fuel supply.	I U H	K3 K7	2 5		4.22 4.23	(C) Safety precautions
The student knows that some fires which appear to be extinguished may spring to life again because they are burning deep below the surface.	P I U H	K3	2 5		4.22 4.23 4.66	(C) Safety precautions (V1) Reliability (V1) Responsibility
The student knows reasons why false fire alarms may be tragic and costly.	P I U H	K8	2 5			(C) Safety precautions (V1) Responsibility (V1) Respect for others

4.0 Safe Living
4.4 Home Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.43 Poisons						
The student knows that poisons around the home which can be accidentally consumed, absorbed or inhaled are a threat to the safety of the family.	P I U H	K8	2 5		4.22 4.23	(C) Safety precautions
The student knows proper precautionary measures to handling household chemicals such as cleaning fluids, fertilizers, insecticides, gasoline and kerosene (e.g., proper capping and storage).	P I U H	K3 K8	2 5		4.22 4.23	(C) Safety precautions (V1) Responsibility
The student knows reasons for keeping children away from areas where poisons or dangerous substances are being used.	P I U H	K3 K8	2 5		4.22 4.23	(C) Safety precautions (V1) Responsibility
The student knows ways in which children can help prevent poisoning accidents (e.g., by keeping younger children out of the area where poisons are stored).	P I U H	K8	2 5		4.22 4.23	(C) Safety precautions (V1) Responsibility
The student knows ways the individual can take precautions with medicines (e.g., take only medicine prescribed and dispensed by an adult, take medicine in a lighted area, put medicines in a safe place, follow directions on labels, discard old medicines, and never dispense medicine to another person).	P I U H	K7	2 5		4.22 4.233	(C) Safety precautions (V1) Responsibility
The student knows the dangers of consuming any questionable substance.	P I U H	K3 K8	2 5		4.22	(C) Safety precautions (V1) Responsibility
The student knows the characteristics of the following potential hazards: natural gas, carbon dioxide, sprays, poisonous plants, infected animals, plastic bags, and inhalants.	P I U H	K3	2 5			(C) Safety precautions

4.0 Safe Living
4.4 Home Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.44 Electrical Hazards						
The student knows that an electrical shock can cause burns and sometimes death.	P I U H	K8	2 5		4.22 4.23 4.682	(C) Health practices (C) Safety, electrical
The student knows that practices such as standing on metal, standing in water, and failing to dry hands, are dangerous when touching electrical appliances and switches.	P I U H	K6 K8	2 5		4.22 4.23	(C) Safety precautions (V1) Education
The student knows the reasons for replacing a blown fuse with a fuse having the same number indicated on the fuse box.	I U H	K2	2 5			(C) Safety precautions
The student knows ways in which the individual can prevent electrical fires such as, disconnecting certain electrical appliances before leaving for extended periods of time, replacing frayed electrical cords, avoid putting electrical cords under floor covering or over metal hooks, and over-loading circuits.	P I U H	K3 K8	2 5	6d		(C) Safety precautions (V1) Responsibility
The student is able to deal with electrically induced fires.	I U H	P61 P63 P65	2 5		4.46	(C) Safety precautions

4.0 Safe Living
4.4 Home Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.46 Safety with Tools						
The student knows tools and equipment in the home work areas which are potentially dangerous (e.g., knives, scissors, power tools, kitchen appliances, and ladders).	P I U H	K3	2 5			(C) Safety precautions
The student knows tools which need to be used under supervision such as saws, power tools, cutting tools, electrical equipment and ladders.	P I U H	K8	2 5	4d		(C) Safety precautions (V1) Self-discipline
The student knows the reasons for standing away from an operating lawn mower (e.g., to avoid flying objects, prevent injury to feet, hands).	P	K8	2 5		4.22 4.23	(C) Safety precautions
The student knows the safe procedures for operating power mowers (e.g., starting technique, hand and feet position, catcher placement).	I U H	K7	2 5		4.22 4.23	

4.0 Safe Living
4.4 Home Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.47 Baby Sitting						
The student knows potential safety hazards to an unsupervised child such as sharp, poisonous, or combustible materials.	I U H	K3 K7	2 5	2b		(C) Interpersonal relations (V1) Responsibility
The student knows procedures to deal with emergencies which might occur while the individual is babysitting, such as administering first aid, making necessary phone calls, and knowing evacuation plans.	U H	K7	2 5	2b		(C) Safety precautions (V1) Responsibility

4.0 Safe Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.5 School Safety						
The student knows the location and use of print and non-print materials related to school safety (e.g., Area and Building Audio-Visual Catalogs: "Safety, School").	P I U H	K4	5			(C) Resources, safety (V1) Inquiry
The student knows that safety hazards in the school environment can be reduced through the cooperation of students and members of the school staff.	P I U H	K8	2 5	2c	4.2	(C) Safety precautions (V1) Responsibility (V1) Cooperation

4.0 Safe Living
4.5 School Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.51 Traveling to and from School						
The student knows that the individual child is responsible for his own safety when crossing the street, even though the safety patrol is directing traffic.	P I U	K3	2 5			(C) Safety precautions (V1) Responsibility
The student knows the duties and responsibilities expected of the safety patrol.	P I U	K2	2 5		4.23	(C) Safety precautions (V1) Responsibility
The student knows the precautions which can help him avoid involvement with a molester or mugger (e.g., (a) never accept a ride from someone whom he doesn't know well; (b) never take shortcuts through dark streets or alleys; and (c) avoid physical contact with strangers).	P I U H	K8	2 5			(C) Safety precautions (V1) Responsibility
The student is able to observe the precautions for avoiding involvement with molesters and/or muggers.	P I U H	P31 P65	2 5		4.22	(C) Safety precautions (V1) Responsibility
The student knows rules for keeping safe while walking to and from schools (e.g., obeying safety rules and regulations, crossing streets at safe locations, going directly to and from school, and avoiding strangers).	P I U H	K2 K9	2 5			(C) Safety precautions (V1) Responsibility
The student knows the reasons why hitchhiking can be hazardous to both passengers and driver (e.g., danger of law suit against driver for damages incurred by passenger in any accident).	P I U H	K8	2 5		4.22 4.23	(C) Safety precautions (V1) Responsibility
The student knows that bicycle riders are legally required to obey traffic rules and regulations (e.g., ride on the right side of the street, use arm signals, obey traffic signs and signals, etc.).	P I U H	K2 K9	2 5			(C) Safety precautions

4.0 Safe Living
4.5 School Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/(V1, V2) Value Words
4.51 Traveling to and from School (Cont.)						
The student knows the reasons for placing bicycles in the school bicycle racks while a student is in school (e.g., to avoid obstruction or damage).	P I U H	K8	2 5	1c		(C) Safety, traffic (C) Safety precautions (V1) Responsibility
The student knows the ways in which a bicycle can be maintained in safe operating condition (e.g., by keeping tires inflated, adjusting seat and handlebars to fit size of person riding it, lubricating wheel and pedal bearings and chain links, keeping parts tight and bicycle clean).	P I U H	K7	2 5			(C) Safety precautions (V1) Responsibility
The student knows the reasons for following a predetermined safe route when bicycling to school.	P I U H	K2 K8	2 5			(C) Safety precautions (V1) Responsibility
The student knows the reasons for padlocking unattended bicycles.	P I U H	K3	2 5	1c		(C) Safety precautions (V1) Responsibility
The student knows reasons why wearing appropriate clothing when riding a bicycle is a safety factor (e.g., hazards relating to riding barefoot, wearing wide-leg pants, and wearing dark clothing when riding at night).	P I U H	K8	2 5	1c		(C) Safety precautions (V1) Responsibility
The student knows rules for accident prevention when riding on the school bus.	P I U H	K2 K9	2 5		4.35	(C) Safety, school (V1) Responsibility

4.0 Safe Living
4.5 School Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.52 At School						
The student knows the safety procedures to be used on the playground, such as: using the slide in the correct way, sitting while swinging, using no sharp objects, using other equipment in the prescribed manner.	P I	K7	2 5	1c		(C) Safety precautions (V1) Responsibility
The student knows the reasons why machinery and equipment (tractors, mowers, earth movers) used by workers on the playground can be hazardous to children.	P I U H	K8	2 5			(C) Safety precautions (V1) Responsibility
The student knows the reasons why dark and/or shrubby areas can harbor hazards to his safety.	P I	K8	2 5		4.22 4.23	(C) Safety precautions (V1) Responsibility
The student knows that accidents can frequently occur in or around the school building as a result of behavior, such as: running in halls, misusing school equipment, rough-housing).	P I U H	K8	2 5	1c	4.22 4.23	(C) Safety precautions (V1) Responsibility
The student knows the procedures for fire drills (e.g., leave room immediately, file quietly to predetermined exit, wait for the signal to return).	P I U H	K2 K7	2 5			(C) Safety precautions (V1) Responsibility
The student is able to leave the building in a safe and orderly manner, in the event of a fire drill.	P I U H	P61	2 5		4.46	(C) Safety precautions (V1). Responsibility
The student knows factors that promote safety within the classroom, including adequate ventilation, marked exits, removal of obstructions.	P I U H	K3 K8	2 5			(C) Safety
The student knows rules and regulations for the use of the swimming pool.	I U H	K2	2 5			(C) Safety

4.0 Safe Living
4.5 School Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.52 At School (Cont.)						
The student knows that safety hazards in the gymnasium, including obstructions, floor damage and faulty equipment, need to be reported to prevent accidents.	P I U H	K8	2 5			(C) Safety
The student knows how mishandling tools, equipment and apparatus may be hazardous (e.g., using wrong blade in power saw, experimenting with unknown chemicals, or crowding the trampoline).	P I U H	K8	2 5	6d	4.22	(C) Safety precautions (V1) Responsibility

4.0 Safe Living
4.5 School Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.53 In-School Activities						
The student knows that field trips require safety rules and regulations for optimum success (e.g., parent consent form, transportation regulations).	P I U H	K2 K3 K9	2 5			(C) Safety precautions
The student knows safety factors involved in school assemblies (e.g., fire evacuation, safe seating, crowd behavior).	P I U H	K3 K9	5			(C) Safety precautions
The student knows that safety at school dances includes proper floor preparation, adequate ventilation and removal of obstructions.	U H	K8	2 5			(C) Safety precautions
The student knows that safety at athletic events includes courteous conduct and sitting in designated areas.	I U H	K3 K8	2 5			(C) Safety precautions

HEALTH

4.0 Safe Living
4.5 School Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.54 Accident Reporting						
The student knows the reasons for reporting accidents (e.g., receiving care for injured, possible elimination of hazard, insurance reimbursement, school records).	P I U H	K8	2 5	1c		(C) Safety precautions (C) Treatment, medical (V1) Responsibility
The student knows the procedures to be followed in reporting an accident at school (e.g., contact person in authority for assistance, give names, exact location and description of accident).	P I U H	K7	2 5			(C) Safety precautions (V1) Responsibility
The student is able to report an accident.	P I U H	P62	2 5	1c 6d		(V1) Responsibility

4.0 Safe Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.6 Community Safety The student knows the location and use of print and non-print materials related to community safety (e.g., card catalog: "First Aid in Illness and Injury"; Area and Building Audio-Visual Catalogs: "Safety, Cities", "Disaster", "Preparedness", "First Aid", "Fire Prevention"; Reader's Guide: "Fire Protection", "Disasters", "Safety Education").	P I U H	K6	5			(C) Resources, safety (V1) Inquiry

4.0 Safe Living
4.6 Community Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.61 Accident Prevention (also refer to 4.2)						
The student is able to contact the community helpers who can assist him in case of emergency (e.g., block homes, policemen, firemen, etc.)	P I U H	P24 P62 P63	2 5	2c 6c 6d	4.53 4.63	(C) Resources, community (C) Safety precautions (V1) Responsibility (V1) Initiative
The student knows ways in which observing rules and safety practices in community play areas will help prevent accidents.	P I U H	K8	2 5	1c 6d	4.62	(C) Safety precautions (V1) Responsibility

4.0 Safe Living
4.6 Community Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.62 Playground and Park Safety						
The student knows safe places in which to play (e.g., school playground, park facility and designated areas).	P I U H	K6	2 5			(C) Safety precautions
The student knows that characteristics of a safe play area are: freedom from hazards, absence of vehicular traffic, and availability of help in case of emergency.	P I U H	K3	2 5	6d	4.8 4.81	(C) Safety precautions
The student knows hazards which may be encountered in play areas: litter, faulty equipment, misuse of recreational vehicles, lack of supervision.	P I U H	K3 K6	2 5	6d	4.8 4.81	(C) Safety precautions

4.0 Safe Living
4.6 Community Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.63 Strangers						
The student knows that obtaining permission from a parent or someone in authority before accompanying anyone helps to minimize the chances of molestation.	P I U	K3 K8	2 5			(C) Safety precautions (V1) Responsibility
The student knows reasons for informing his parent or a person in authority of any unusual or suspicious behavior manifested toward him or a friend.	P I U H	K3 K7	2 5			(C) Safety precautions (V1) Responsibility

4.0 Safe Living
4.6 Community Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.64 Traffic Safety (also refer to 4.3)						
The student knows kinds of activities which members of the community do to remove hazardous conditions (e.g., improving streets and traffic patterns, removing litter, lighting dark areas).	P I U H	K7	2 5	2c	4.2 4.31 4.69	(C) Resources, community (C) Safety precautions (C) Environmental influences (V1) Social sensitivity (V1) Cooperation
The student knows reasons for observing courteous practices when using public transportation, including waiting at designated bus stop, awaiting turn to board bus, sitting quietly on the bus, being prepared to exit at stop.	P I U H	K2 K8	2 5		4.3	(C) Safety precautions (V1) Cooperation (V1) Responsibility

4.0 Safe Living
4.6 Community Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.65 Safety with Animals						
The student knows precautions to take when encountering a strange dog (e.g., stand still, talk quietly, do not tease the dog, report injuries).	P I U H	K7	2 5		4.2	(C) Safety precautions (V1) Responsibility (V1) Innovativeness
The student knows that wild or strange animals (cats, raccoons, squirrels, opposum) can carry disease or be potentially dangerous.	P I U H	K3 K8	2 5		4.2	(C) Safety precautions (V1) Responsibility

4.0 Safe Living
4.6 Community Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.66 Fire Prevention						
The student knows potential fire hazards in and around the community (e.g., leaking oil or gas, dry wooded or grassy areas, unattended fires, litter, abandoned buildings).	P I U H	K3	2 5		4.5	(C) Safety precautions (V1) Responsibility
The student knows the effective procedures necessary in reporting a fire in the community: call nearest fire department, accurately report fire, and enlist nearby help.	P I U H	K3 K7	2 5	2c	4.5	(C) Safety precautions (C) Resources, community (V1) Responsibility

4.0 Safe Living
4.6 Community Safety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.67 Explosives						
The student knows the kinds of potentially dangerous explosives which can be found in the community (e.g., propane gas, natural gas, chemicals, firecrackers, dynamite caps and gunpowder).	P I U H	K3 K8	2 5			(C) Safety precautions (V1) Responsibility
The student knows reasons for reporting the discovery of explosives such as dynamite caps to the police (e.g., young children may injure themselves with such explosives).	P I U H	K8	2 5			(C) Safety precautions (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.681 Survival Education						
The student knows potential hazards which can result from onlookers gathering at the scene of an accident or disaster.	P I U H	K8	2 5			(C) Safety precautions (V1) Self-discipline (V1) Social concern
The student knows that personal knowledge of disaster preparedness, including first aid and medical self-help skills, may contribute to the health and safety of self and others.	P I U H	K3 K8	2 5	2c	3.8	(C) Health, measures (C) Survival (V1) Self-actualization
The student knows that instruction in survival education helps eliminate panic in case of emergencies.	I U H	K8	2 5	2c	3.8	(C) Health, measures (C) Safety
The student knows the reasons for having a family plan of action in case of emergencies.	P I U H	K7	2 5		3.8 4.49	(C) Survival (C) Family life (V1) Cooperation (V1) Responsibility
The student knows the disaster warning system used in his local area.	P I U H	K2	2 5		3.8	(C) Resources, community (V1) Communication
The student knows that, in the event of a community disaster, instructions for self-preservation will be given by local radio and television stations.	P I U H	G2 K7	2 5 8	2c	3.8	(C) Resources, community (V1) Cooperation
The student knows precautions and safety measures to take in the event of natural disasters which are beyond the control of man (e.g., storms, earthquakes, floods).	P I U H	K7	2 5		3.8	(C) Safety precautions
The student knows problems created by natural disasters, wars and epidemics for individuals, families and communities (e.g., relocations, illness, emergency care).	I U H	K8	2 5		3.8	(C) Survival (V1) Social concern

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.682 First Aid and Emergency Care						
The student knows that first aid is the immediate and temporary care rendered the victim in case of an accident or sudden illness until a physician's services can be obtained.	I U H	K2	2 5	4d	3.8	(C) Health, measures (C) Safety (V1) Responsibility
The student knows that training in first aid can give an individual competence in the care of himself and others in appropriate times of emergency need.	I U H	K8	2 5	2c 4d	3.8	(C) Health, measures (C) Safety precautions (V1) Responsibility (V1) Self-confidence (V1) Innovativeness
The student knows the procedures for handling common medical emergencies (e.g., convulsions, heart attacks, epileptic seizure, dizziness, unconsciousness, toothache, motion sickness, foreign body in the eye or throat).	I U H	K7	2 5	2c 4d	3.8	(C) Health. measures (V1) Responsibility (V1) Innovativeness
The student knows that shock is a depressed condition of many body functions, caused by the lack of enough blood to circulate through the body and may result from an accident or emotional event.	I U H	K2	2 5		3.8	(C) Health, measures
The student knows that a primary step in caring for an injured person is to treat for shock.	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility
The student knows various types of shock (e.g., traumatic, insulin, emotional).	I U H	K3 K5	2 5		3.8	(C) Health, measures

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Taxonomy Content Headings	(C) Concept/ (V1, V2) Value Words
[illegible] First Aid and Emergency Care (Cont.)						
The student knows the procedures for preventing and treating shock (e.g., keep victim lying down, keep him from losing body heat, get medical help).	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility
The student knows that the major symptoms of shock are: pale, cool, clammy skin; weak and rapid pulse; weakness.	I U H	K3	2 5		3.8	(C) Health, measures
The student is able to treat a victim in shock.	I U H	P63	2 5		3.8	(C) Health, measures (V1) Responsibility (V1) Innovativeness
The student knows the five types of wounds: abrasion, incision, puncture, laceration, contusion.	I U H	K3	2 5		3.8	(C) Health, measures
The student knows that it is essential to protect a wound from contamination and to control bleeding.	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility
The student is able to follow the appropriate first aid steps in the care of wounds (i.e., stop bleeding, cleanse, and bandage).	I U H	P63	2 5		3.8	(C) Health, measure
The student is able to apply bandages to various injuries.	I U H	P61	2 5		3.8	(C) Health, measures (V1) Responsibility
The student knows the kinds of wounds which require special attention (e.g., animal bites, gun shot, eye injuries, nose bleeds).	I U H	K5	2 5		3.8	(C) Health, measures (V1) Responsibility

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4.682 First Aid and Emergency Care (Cont.)						
The student knows procedures for controlling severe bleeding.	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility
The student is able to stop bleeding by applying direct pressure to the wound, and/or applying pressure to the supplying vessel.	I U H	K7	2 3 5		3.8	(C) Health, measures (V1) Responsibility
The student knows that the use of the tourniquet to control bleeding is employed only for severe, life-threatening hemorrhage that cannot be controlled by other means.	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility
The student knows that respiratory emergencies (e.g., drowning, asphyxiation) which result from an insufficient oxygen supply are to be dealt with immediately.	I U H	G2 K6	2 5		3.8	(C) Health, measures (V1) Responsibility
The student knows that the major objectives for respiratory emergencies are (1) maintain open air passages; (2) get air into the lungs.	I U H	K7	2 5		3.8	(C) Health, measures
The student knows that artificial respiration is a mechanical process of forcing air into and out of the lungs.	I U H	K2	2 5		3.8	(C) Health, measures
The student knows the manual methods of artificial respiration (e.g., back pressure-arm lift, chest pressure-arm lift).	I U H	K7	2 5		3.8	(C) Health, measures
The student is able to administer a manual method of artificial respiration.	I U H	P61 P63 P65	2 5		3.8	(C) Health, measures (V1) Responsibility (V1) Innovativeness

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4.682 First Aid and Emergency Care (Cont.)						
The student knows advantages of mouth-to-mouth resuscitation over other methods (e.g., inflates lungs immediately, requires less strength, forces more air into the victim).	I U H	K5 K7	2 5		3.8	(C) Health, measures
The student is able to use mouth-to-mouth resuscitation.	I U H	P61 P62 P63	2 5		3.8	(C) Health, measures (V1) Innovativeness
The student knows that a fracture is a break in a bone.	P I U H	K2	2 5		3.8	(C) Health, measures
The student knows the types of fractures: simple, compound, comminuted.	I U H	K3	2 5		3.8	
The student knows that the symptoms of fractures include loss of use, deformity, swelling.	I U H	K3	2 5		3.8	
The student knows the major objective when treating fractures is to immobilize the bone ends and keep the adjacent ends quiet.	I U H	K7	2 5		3.8	(C) Health, measure (V1) Innovativeness
The student knows articles which may be used to immobilize fractures, including boards, newspapers, magazines, splints.	I U H	K7	2 5		3.8	(C) Health, measures
The student is able to construct and apply a splint.	U H	P61 P63	2 5		3.8	(C) Health, measures (V1) Innovativeness
The student knows that a head fracture requires special attention, such as getting immediate help and keeping the victim quiet.	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.682 First Aid and Emergency Care (Cont.)						
The student knows that a dislocation is the displacement of the bone end from its joint.	I U H	K2	2 5		3.8	(C) Health, measures
The student knows that a dislocation is cared for the same way as a fracture.	I U H	K5 K7	2 5		3.8	(C) Health, measures
The student knows that a sprain is an injury to the tissues surrounding joints with symptoms of swelling, discoloration, and pain.	I U H	K2 K3	2 5		3.8	(C) Health, measures
The student knows that the possibility of a fracture exists with a sprain.	I U H	K6	2 5		3.8	
The student knows that the first aid procedures for the treatment of sprains include placing tension bandage, immobilizing, X-raying, applying ice packs, and applying heat after the first 24 hours.	I U H	K7	2 5		3.8	(C) Health, measures
The student knows that most often a strain is the stretching of the muscle and occasionally the muscle is torn.	I U H	K2	2 5		3.8	
The student knows that treatment of a strain includes rest and application of heat packs.	I U H	K7	2 5		3.8	(C) Health, measures
The student knows that a poison is any substance that will produce an injurious or lethal effect when introduced into the body.	P I U H	K2 K8	2 5.		3.8	(C) Health, measures
The student knows that poisoning can be intentional or accidental.	P I U H	G2 K3	2 5		3.8	

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4.682 First Aid and Emergency Care (Cont.)						
The student knows that the effects of poison vary depending on the type, quantity and potency of the poison, and the age and physical condition of the victim.	I U H	K5 K8	2 5		3.8	(C) Safety precautions
The student knows the symptoms of poisoning (e.g., odor, discoloration, presence of suspect containers, pain).	I U H	K3	2 5		3.8	(C) Safety precautions
The student knows appropriate first aid procedures for treating victims of various poisons (e.g., when and how to dilute, eliminate, neutralize).	I U H	K7	2 5		3.8	(C) Health, measures
The student knows that first aid procedures vary according to the kind of poisonous substance ingested (e.g., sometimes vomiting should be induced and sometimes it is dangerous).	P I U H	K5 K7	2 5		3.8	(C) Health, measures
The student knows that it is imperative that first aid for oral poisoning be administered immediately.	P I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility
The student knows that oral poisons burn the tissues of the digestive organs.	I U H	K3 K8	2 5		3.8	
The student knows that burns may result from thermal heat, sun, and/or chemicals.	I U H	K3 K8	2 5		3.8	(C) Health, measures
The student knows that the procedure for treating various kinds of burns include excluding air by applying a sterile dressing, washing thoroughly, treating for shock, calling a physician when necessary.	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility

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4.682 First Aid and Emergency Care (Cont.)						
The student knows that heat stroke and heat exhaustion are the result of exposure to excessive heat.	I U H	K8	2 5		3.8	
The student knows the symptoms of heat stroke: skin becomes flushed, temperature rises to above 106 degrees, skin is hot and dry, and possible unconsciousness.	I U H	K3	2 5		3.8	(C) Safety precautions (V1) Responsibility
The student knows that the proper care for heat stroke is to enlist medical care, try to reduce temperature by sponging the body with alcohol or water, and administer fluids if the victim is conscious.	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility
The student knows the symptoms of heat exhaustion include weakness; cool, clammy skin, weak and rapid pulse.	I U H	K3	2 5		3.8	(C) Safety precautions
The student knows that the proper care for heat exhaustion is to remove the person from heat, administer fluid, and rest.	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility
The student knows that frost bite is the freezing of a part of the body with symptoms of coldness, numbness, lack of pain and a change in the color of the skin.	P I U H	K2 K3	2 5		3.8	
The student knows that the procedures for caring for frostbite include careful handling and gradual rewarming of the affected part.	I U H	K7	2 5		3.8	(C) Health, measures (V1) Responsibility
The student is able to transport an injured person without causing further injury.	I U H	P61 P62 P63	2 5		3.8	(C) Health, measures (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.682 First Aid and Emergency Care (Cont.)						
The student knows the effect of radiation on the body.	I U H	K8	2 5	4d	3.8	
The student knows that the recommended contents of the first aid kit include bandages, compresses, antiseptics, etc.	P I U H	K3	2 5		3.8	(C) Health measures
The student is able to read a thermometer, take a pulse rate, and determine the rate of respiration.	U H	P61	2 3 5		3.8	(C) Health measures (V1) Responsibility
The student knows reasons for not discussing the nature of injuries within hearing range of the injured.	I U H	K7	2 3 5		3.8	(C) Safety precautions

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.683 Medical Self-Help						
The student knows that medical self-help is the ability to care for one's self and/or others when professional care and services are not immediately available.	U H	K2	2 5		3.9	(C) Health measures (V1) Self-confidence
The student is able to care for hemmorrhage, stoppage of breathing, shock, burns, fractures, wounds, and to provide transporation of injured under emergency conditions.	U H	P6	2 5		3.9	(C) Safety measures
The student knows the effects of radiation on people and the protective measures which can reduce or eliminate the dangers of radioactive fallout (e.g., distance, shelters).	U H	K7 K8	2 5		3.9	(C) Safety precautions
The student knows that many health problems arise in disaster shelters (e.g., crowded conditions, sewage, water, nutrition, morale, emergency care).	U H	K8	2 5		3.9	(C) Safety precautions
The student knows ways of providing safe water and food supplies and of maintaining sanitary living conditions following a major disaster.	U H	K7	2 5		3.9	(C) Safety precautions
The student knows methods of caring for sick and injured persons and of preventing illness and spread of disease in the event of a disaster.	U H	K7	2 5		3.9	(C) Health measures
The student knows how to care for the physical and emotional problems of infants and children under emergency conditions.	U H	K7	2 5		3.9	(C) Health measures
The student knows ways to assist a pregnant woman during labor and delivery in an emergency situation.	H	K7	2 5		3.9	(C) Health measures

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.68 Community Plan for Action						
The student knows that preservation of life before property is the primary goal of a disaster preparedness program.	I U H	K7	2 5	2c	3.8	(C) Health, measures (C) Life (V1) Respect for others
The student knows the community plan of action in case of a disaster (e.g., evacuation procedures, shelter locations, emergency agencies and organizations).	P I U H	K7	2 5	2c	3.8	(C) Survival (V1) Cooperation
The student knows the local, state, and national programs of disaster protection and civil defense that exist to insure the survival of the individual in times of disaster.	P I U H	K8 K9	2 5 8	2c 3b 4a 4f	3.8	(C) Resources, community (C) Survival (V1) Cooperation
The student knows that Civil Defense is a plan for coordinated use of existing governmental services and community resources in case of emergencies.	I U H	K2 K7	2 5 8	2c 3b 4a 4f	3.8	(C) Resources, community

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.7 Seasonal Safety						
The student knows that there are special safety precautions needed to prevent accidents during each season.	P I	G2 K7	2 5		4.2 4.81	(C) Safety precautions
The student knows the safety rules to follow when participating in seasonal recreational activities.	P I U H	K2	2 5		4.2 4.81	(C) Safety precautions (V1) Responsibility
The student is able to practice the safety rules for seasonal recreational activities in order to prevent accidents.	P I U H	P65	2 5		4.2	(C) Safety precautions (V1) Self-discipline (V1) Responsibility
The student knows the types of accidents most prevalent during each season of the year.	P I U H	K3 K5	2 5		4.2	
The student knows that seasonal weather conditions require varying types of clothing to insure personal safety and comfort.	P I U H	K5 K8	2 5		4.2	(C) Safety precautions (V1) Responsibility
The student knows that traffic hazards can be created by certain conditions which exist in the spring, including rapid growth of plants and trees, and changing weather patterns.	P I U H	K3	2 5		4.22	(C) Environmental influences
The student knows that safety hazards exist during the spring which are related to recreational activities, including fishing, boating and kite-flying.	P I U H	K3 K8	2 5		4.22 4.231	
The student knows the safety hazards inherent in summer activities.	P I U H	G2 K3	2 5		4.22	(C) Safety precautions

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4.7 Seasonal Safety (Cont.)						
The student is able to reduce the safety hazards occurring in swimming, boating and camping by learning to swim, learning to operate a boat, and learning camping skills before participating in these activities.	P I U H	P65	2 5		4.22	(C) Safety precautions (V1) Responsibility
The student knows ways in which seasonal conditions contribute to the increase of traffic safety hazards in the fall, including children walking to and from school, and an additional number of school vehicles.	P I U H	K3 K8	2 5			(C) Safety precautions (C) Environmental influences
The student knows safety hazards that exist during the fall season relating to trick-or-treating at Halloween.	P	K8	2 5			(C) Safety precautions (C) Environmental influences
The student knows ways to reduce winter safety hazards induced by fog, snow and icy conditions.	P I U H	K8	2 5		4.87	(C) Safety precautions (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.8 Recreational Safety						
The student knows the location and use of print and non-print materials related to recreation safety (e.g., Area and Building Audio-Visual Catalogs: "Recreation, Safety", "Water Safety," "Hunting Safety"; Reader's Guide: "Hunting - Accidents and Injuries," "Sports - Accidents and Injuries").	P I U H	K4	5			(C) Resources, accidents (V1) Inquiry

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4.81 Accident Prevention (also refer to 4.2)						
The student knows that the knowledge and practice of safety rules in recreational activities help prevent accidents.	P I U H	K8	2 5	2c		(C) Safety precautions (V1) Responsibility
The student knows that each person has differing physical limitations to be considered before engaging in any particular activity: age, muscular tone, experience, etc.	P I U H	G2 K3	2 4	1a 4b		(C) Physical needs
The student knows that suitable attire and equipment for a particular activity can reduce the accident potential (e.g., protective head gear, recommended foot wear, protective clothing).	P I U H	K8	2 5	6d		(C) Safety precautions (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.82 Recreational Vehicles						
The student knows that a driver of a recreational vehicle may greatly reduce the chance of accidents when operating a vehicle if the individual has instruction on the operation of the vehicle, uses both hands for control, has a clear view at all times and wears light colored clothing during periods of poor visibility.	P I U H	K8	2 5	6d		(C) Safety, traffic (V1) Responsibility
The student knows that the chance of an accident is greatly reduced if the recreational vehicle is maintained in good operating condition.	P I U H	K8	2 5	6d		(C) Safety precautions (V1) Responsibility
The student knows that most accidents with bicycles, motorcycles and scooters are due to the violation of the rules, regulations or laws for their operation rather than an individual's ability to operate the vehicle.	P I U H	K8	2 5			(C) Safety, traffic (V1) Responsibility
The student knows the rules, regulations, and laws for the operation of bicycles, motor-bikes, scooters and other recreational vehicles (e.g., must have a learner's permit or a driver's license).	P I U H	K3	2 5			(C) Safety, traffic (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.83 Water and Small Craft						
The student knows the hazards an individual can encounter when approaching the beach or swimming area (e.g., dangerous litter, broken glass, quicksand, undercut cliffs).	P I U H	K3 K8	2 5			(C) Safety precautions (V1) Responsibility
The student knows that using the principles of water safety will reduce accidents while participating in these activities: swimming, surfing, water skiing, boating, rafting, etc.	P I U H	K8	2 5			(C) Safety precautions (V1) Responsibility
The student knows that even though the swimmer's ability is vital to safety in the water, the threat of drowning is not confined to the inexperienced swimmer.	P I U H	K8	2 5			(C) Safety precautions (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
4.84 Hiking and Climbing						
The student knows the potential hazards of hiking and climbing, such as getting lost, encountering unexpected weather conditions, suffering disabling injuries, etc.	P I U H	K3	2 5			(C) Safety precautions (V1) Responsibility
The student knows the major reasons for many hiking and climbing accidents (e.g., inadequate foot gear and/or clothing; poor equipment; insufficient food; lack of compass, matches, first-aid kit; etc.)	I U H	K3 K8	2 5			(C) Safety precautions (V1) Responsibility
The student knows the safety procedures to be followed when lost in the woods (e.g., stay put, keep warm, call or signal for help, etc.)	P I U H	K7	2 5			(C) Safety precautions (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.85 Camping						
The student knows the fundamental rules of camping, such as: informing the proper persons of plans, using the recommended equipment and clothing, observing fire safety rules, choosing and preparing a safe campsite.	P I U H	K2	2 5			(C) Safety precautions (V1) Responsibility
The student knows that many accidents happen to campers when individuals disregard safety precautions such as controlling campfires, careful handling of cooking equipment, care in using tools, care in setting up campsite, care in dealing with wild animals.	P I U H	K8	2 5	6d		(C) Safety precautions (V1) Responsibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.86 Hunting and Firearms						
The student knows that each year many people are accidentally killed or wounded in accidents involving firearms.	P I U H	G2 K8	2 5			
The student knows that safe and competent handling of firearms first requires instruction by a qualified teacher and practice in a safe area.	P I U H	K8	2 5	6d		(C) Safety precautions (V1) Responsibility
The student knows the kinds of actions which should be avoided to achieve hunting safety including shooting at a sound or an unidentified movement, pointing a loaded or unloaded gun at another person, leaving guns accessible to children, etc.	I U H	K3 K8	2 5	6d		(C) Safety precautions (V1) Social sensitivity
The student knows that careless use of air rifles and BB guns has been responsible for serious accidents.	P I U H	G2 K8	2 5	6d		(C) Safety precautions (V1) Responsibility
The student knows that bullets can be a hazard when detonated by a hard blow or by exposure to high temperatures.	P I U H	K8	2 5	6d		(C) Safety precautions
The student knows that bows and arrows used carelessly in hunting can be as hazardous as firearms.	P I U H	K8	2 5	6d		(C) Safety precautions

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.87 Sports Activities and Hobbies						
The student knows the rules, regulations and precautions related to each sports activity in which he engages (e.g., use of life jackets in water activities, knowledge of precautions related to horseback riding, knowledge of weather conditions when boating or sailing).	P I U H	K2	2 5	6d		(C) Safety precautions (V1) Responsibility
The student knows the protective devices and equipment needed to participate in the sports activities in which he engages.	P I U H	K3	2 5	6d		(C) Safety precautions (V1) Responsibility
The student knows the rules, regulations and precautions related to each hobby in which he engages.	P I U H	K3 K9	2 5			(C) Safety precautions (V1) Responsibility

4.0 Safe Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.9 Occupational Safety						
The student knows the location and use of print and non-print materials related to occupational safety (e.g., *Subject Guide to Books in Print*: "Industrial Safety"; Area and Building Audio-Visual Catalogs: "Safety, Industrial", "Safety, Mining"; *Reader's Guide*: "Industrial Safety, Laws and Regulations ").	P I U H	K4	5			(C) Resources, safety (C) Vocation (V1) Inquiry
The student knows measures which can be used to eliminate or minimize occupational hazards (e.g., use of protective devices on machinery, exhaust systems for removal of fumes, protective clothing, well-lighted working areas, physical examination of workers, personnel training).	I U H	K7 K8	2 5	4d 6d		(C) Safety precautions (C) Vocation (V1) Social concern
The student knows that common health problems stemming from various occupations include: injuries from machinery, injuries from chemical poisoning, injuries from physical stress.	P I U H	K3	2 5	4b		(C) Safety precautions (C) Vocation
The student knows that certain hazards and accidents are associated with various occupational fields (e.g., falls - construction, fires and gases - mining, injuries - manufacturing plants).	I U H	K5	2 5	4b		(C) Safety precautions (C) Vocation
The student knows that hazardous factors exist in the environment such as: chemical hazards, insecticides, industrial gases, wastes and fumes, biological hazards, insects and animals, noise.	P I U H	K3 K8	2 5	4b		(C) Safety precautions (C) Vocation
The student knows that the government has established regulations and laws for the prevention and control of occupational hazards, including regular check-ups by medical personnel and control of environmental safety devices on machinery.	U H	K8	2 7	4b		(C) Safety precautions (C) Vocation

4.0 Safe Living

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.9 Occupational Safety (Cont.)						
The student knows that an operator of industrial or farm machinery reduces the chance of accidents by use of protective devices, by regular maintenance of the equipment, and by having experienced instruction.	I U H	K8	2 5	6d		(C) Safety precautions (C) Vocations (V1) Responsibi ity
The student knows that eye safety requires protection from chemical irritants, flying objects and extreme light and heat.	P I U H	K3 K8	2 5			(C) Safety precautions (C) Vocation
The student knows procedures of industrial fire safety (e.g., regular inspection and removal of fire hazards such as: waste, escaping gas or empty fuel containers, and plan of evacuation in case of fire).	I U H	K7	2 5	6d		(C) Safety precautions (C) Vocation
The student knows the reasons for having regular inspection and fire drills (e.g., to prevent panic in case of fire, to acquaint workers with alternate escape routes, to check efficiency of equipment and procedures for controlling fire, and saving lives).	P I U H	K7	2 5	6d		(C) Safety precautions (C) Vocation (V1) Responsibil ity